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THE STRUCTURE AND PROCESS OF SCHOOL-COMMUNITY RELATIONS. VOLUME IV, THE PROCESS OF SCHOOL-COMMUNITY RELATIONS.

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BASED ON A NATIONAL RANDOM PROBABILITY SAMPLE OF 180 SCHOOL DISTRICTS WITH 150 OR MORE PUPILS, DRAWN BY THE BUREAU OF THE CENSUS, FOUR CRITERION VARIABLES WERE DEFINED AS INDICES OF SCHOOL-COMMUNITY RELATIONS--(1) UNDERSTANDING, THE DEGREE TO WHICH INFORMED OBSERVERS SIMILARLY PERCEIVE SCHOOL-COMMUNITY RELATIONSHIPS, (2) QUIESCENCE, THE DEGREE TO WHICH CONTROVERSY AND CONFLICT ARE LACKING IN A SCHOOL DISTRICT, (3) ACQUIESCENCE, THE DEGREE TO WHICH VOTERS VIEW SCHOOL FINANCIAL ISSUES FAVORABLY, AND (4) PARTICIPATION, THE DEGREE TO WHICH VOTERS EXERCISE THEIR RIGHT OF REVIEW BY VOTING. FROM AN ANALYSIS OF SCHOOL RECORDS, CENSUS DATA, AND QUESTIONNAIRE RESPONSES FROM KEY MEMBERS OF THE SCHOOL STRUCTURE AND THE COMMUNITY, 256 SECONDARY VARIABLES WERE IDENTIFIED. DEVELOPING THE STRUCTURAL OUTLINES OF THESE FOUR MAJOR AND 256 MINOR VARIABLES (VOLUME 3), THIS SUBSEQUENT ANALYSIS FOCUSED ON THE NATURE OF THE INTERACTION PROCESS BETWEEN SCHOOLS AND THEIR COMMUNITIES. EMPLOYING STANDARD STATISTICAL MEASUREMENT TECHNIQUES, INCLUDING FACTOR ANALYSIS, CORRELATIONS AMONG THE FOUR CRITERION VARIABLES WERE DETERMINED, AS WELL AS CORRELATIONS OF THE MINOR VARIABLES WITH EACH OF THE CRITERION VARIABLES. A SET OF THE 10 MOST FUNCTIONALLY RELATED MINOR VARIABLES WAS IDENTIFIED FOR EACH OF THE FOUR CRITERION VARIABLES. FROM THE STUDY'S FINDINGS, SUGGESTIONS WERE FORMULATED FOR EFFECTIVELY UTILIZING DETERMINED PATTERNS OF SUPPORT AND NONSUPPORT. THIS IS PART IV OF A SERIES. RELATED DOCUMENTS INCLUDE EA 001 091, EA 001 092, EA 001 093, AND EA 001 095. (JK)

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THE STRUCTURE AND PROCESS OF SCHOOL-COMMUNITY RELATIONS

The Process of School-Community Relations

By
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The Structure and Process of School-Community Relations

Volume IV

The Process of School-Community Relations

by

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Preface

As a continuation of the report begun in Volume III, this volume owes a debt to those cited in the Preface to the earlier Volume. We should particularly like to acknowledge the contributions of these persons:

Our coauthors of Volume III: Richard F. Olson, David T. Tronsgard, Robert Callahan, Robert Kirkpatrick, Donald Kenny, John Taylor, John Toscano, and George Comstock.

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Chapter I

Introduction to Part II

In a previous volume, which reports Part I of this study, we described in a general introduction to the study its background, conceptual development, the sample, the instruments used, and its conduct.[1] We also defined the four criteria that we used as indexes of school-community relations: understanding, quiescence, acquiescence, and participation.

Part I was then devoted to recording the characteristics of 860 variables that had been selected as potential factors in school-community relations. We reported measures of central tendency, variance, and skewness for each variable. We reported the correlation of each variable with each criterion variable. We employed factor analysis techniques to show relationships among variables within 26 divisions.

On the basis of the criterion relationships and the factor analyses (the latter to eliminate redundant variables), we retained 256 variables for subsequent analyses. Here, in Part II, we report the results of those analyses.

As noted in the previous volume, we had two general aims in this study: 1/ to comprehend the structure of school-community relations -- the variables, and their relationships, that comprise such relations; 2/ to ascertain the process of school-community relations -- the nature of the interaction between schools and their communities.

While Part II is concerned primarily with the second of these objectives, additional information on the structure of school-community relations is also presented. We are able, for instance, to provide further data on the relationships among variables from the results of factor analyses that cross divisional boundaries.

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[1] Richard F. Carter, W. Lee Ruggels, Richard F. Olson, et al. The Structure of School-Community Relations, Stanford University: School of Education, 1966.

We begin our report in Chapter II by showing the relationships among the criterion variables. Correlations and scatter diagrams are given for each pair of the four. The latter furnish some clues as to the possible dependency relationships involved.

We then examine the relationships among all four criterion variables at once, further exploring the nature of the probable contributions of understanding and quiescence to acquiescence and participation.

We conclude the chapter with a report of how districts changed from 1950 to 1960 in their relationships between acquiescence and participation, with special attention paid to the stability of these two criteria of school-community relations.

In viewing the relationships among these variables, we used deviation scores, expressed in standard deviations. This was necessary for acquiescence and participation because they were originally scored from adjusted means. For understanding and quiescence, it was desirable because the scores as such represent only relative standings on these criteria.

Chapters III through VI record our efforts to better comprehend the variables found to be correlated with each criterion. Respectively, the chapters deal with understanding, quiescence, acquiescence, and participation.

The procedure is the same for each chapter. We begin with a detailed examination of each variable found to be related with the criterion. Further factor analyses results are adduced to help us see the variable's role in the structure and in the process of school-community relations.

These factor analyses consist of two sets for each criterion. In one set, all variables with a positive correlation with the criterion are analyzed; in the other set, all variables with a negative correlation with the criterion are analyzed.

This method gives us a different kind of information from that we would obtain if both positively and negatively related variables were analyzed together. In the latter case, we would derive many factors that were bipolar for the reason of the different signed relations. In the method we used, bipolar factors indicate probable functional equivalents. That is, if two variables are both positively related to a criterion but appear on different ends of a bipolar factor, we can infer that they do not occur in the same districts. There may be some loss of structural information by this method, but our focus here is on process.

Variables having more than one significant criterion correlation are included in the factor analyses for each of the criteria. However, the discussion of such variables will be found in only one chapter -- that representing the criterion with which the highest relationship was observed. Cross-references are provided in the other applicable chapters.

Since the factor analyses include variables from all 26 divisions, we have obtained some additional information on the structure of school-community relations, beyond that reported in Part I.

Each factor analysis set includes a measure of district size (VII:12, 1960 pupil enrollment). Although not itself significantly related to any criterion, it serves a "locator" function. It allows us to see if certain variable groupings are unique to large or small districts.

The examination of each variable is conducted in the context of an initial consideration of the kinds of variables that could reasonably be expected to relate to the criterion functionally. For example, understanding is seen to be dependent on information and open communication channels.

Following the examination of each variable, we have selected a smaller set of variables that appear to have a functional relationship with the criterion for further analysis. We have restricted this set to those variables for which we have data from most districts where the criterion is applicable (i.e., some districts hold no elections, so acquiescence and participation are inapplicable).

Then for each criterion, we report a multiple regression analysis of these selected variables. The correlations for these analyses are based only on those districts for which we have criterion information.

The information yielded by this analytic technique does much to refine our knowledge of the important determinants of each criterion. The partial correlations obtained not only order the contributions of the variables, but provide information on how some variables account for the relationships observed for others with the criterion.

For these selected variables, district size is again used as a locator. The correlation of each with district size is reported.

Finally, a set of ten variables is reported for each criterion as our best estimate of factors functionally related to the criterion.

These factors can be used for diagnostic purposes (e.g., when change in the criterion is sought). They can be used for evaluation (e,g,, when a measure of effective effort is desired). And they can be used for subsequent research (e.g., as points of departure).

We have ourselves made use of these sets for the last named purpose.

In Chapter VII, we turn again to the criterion variables and their interrelationships. Now, however, these relationships are examined in the context of possible antecedent and consequent conditions, furnished from the preceeding four chapters. Our penultimate analyses bearing on the process of school-community relations are recorded there.

Our final analysis, reported in Chapter VII, contrasts the objective results of this study with the subjective evaluations of informed observers in the districts studied. We compare their estimate of effect for each of 169 areas with the effects we observed for variables that represent each area.

We conclude, in Chapter IX, with a summary and our conclusions regarding the process of school-community relations. We consider the validity of the "balance" view of such relations -- that school-community relations consist of school reactions to instabilities. We also consider the extent to which school-community relations appear constrained by the characteristics of the district, such as economic capability and demand for educational services, that are not easily altered by school leaders.

We have appended, in Appendix A, tables (e.g., the unrotated factor solutions) which supplement results in previous chapters.

Chapter II

Relationships Among Criterion Variables

Before we turn to the task of further reducing the potential factors (variables) and elaborating the relationships among them, we shall present our analyses of the relationships among the criterion variables.

While we have used the criterion variables to now as indicators of the several aspects of school-community relations, there are some important questions of educational policy to be raised regarding relationships among them. Does acquiescence increase with understanding? With quiescence? With participation? How does participation relate to understanding -- is one a potential cause of the other? Does participation increase with conflict? Is understanding anything more than a lack of conflict (i.e., quiescence)?

To show these criterion variable relationships, we have plotted a scatter diagram for each pair and calculated the product moment correlation coefficient. We have used deviations from the means as scores for these analyses. A simple linear transformation was then made to make all scores positive.

Following an examination of the criterion variables in pairs, we shall present several analyses that afford a broader context for viewing criterion variable relationships. We shall show how the relationship between participation and acquiescence is contingent on the level of understanding and/or quiescence. We shall also show how the relationship between participation and acquiescence in 1960 is constrained by the relationship between them in 1950.

Understanding and Acquiescence

In an earlier work, we found that our measure of understanding was related to the history of success for financial elections in school districts.[1] Districts with a longer record of continued success had a higher level of understanding. But here we are looking at a different criterion of acquiescence, the proportion voting "yes" in financial elections.

As shown in Table 2.1, there is a significant positive correlation between the variables of understanding and acquiescence.

It was the premise of the earlier study that communication, through increasing understanding, could lead to an informed acquiescence to proferred policy. So far, this assumption seems tenable. It remains to be seen whether the relationship can be dismissed as due to some third variable. Quiescence is a possibility. It might account for both acquiescence and a higher level of understanding -- as we measured it. However, we shall soon see that quiescence does not furnish an alternative explanation. So we now look at what else of interest is to be found in Table 2.1.

By examining the number of districts in each of the four quadrants (formed by dividing the distribution in both directions at the means), we can see what kind of a functional relationship is likely to exist between understanding and acquiescence.

Because there are more cases in the second quadrant (19) than in the fourth quadrant (13), it would appear that acquiescence depends on understanding more than understanding on acquiescence. That is, there are fewer cases of high acquiescence when understanding is low than of high understanding when acquiescence is low.

That there are instances of districts with high acquiescence but low understanding is a problem we shall return to in Chapter VII. We want to see how they managed their success. And we would also like an accounting for the districts with high understanding but low acquiescence.

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[1] Richard F. Carter and John Sutthoff. Communities and Their Schools. Stanford, California: School of Education, 1960.

Table 2.1. Scatter Diagram of Relationship between Understanding and Acquiescence, for 95 Districts.*

					(Low)					Acquiescence:				(High)			
		2/3	1/3	2	2/3	1/3	1	2/3	1/3	Mean	1/3	2/3	1	1/3	2/3	2	1/3
										A$^+$							
	1/3												1				
(High)	2			II = 19				1							I = 32		
	2/3						1					1	2				
	1/3						1	1	3		2			1	1		
	1						1	1	2		2		2		2	2	
	2/3					1			1		3	1	1	2	1		2
	1/3	1			1		1	1	2		1	3		1	1		
Understanding:	Mean	U$^-$															U$^+$
	1/3					1	2	4	3		1		2	2			
	2/3			1			1	2				1					
	1			1	1	1		4				1	1	1			
	1/3	1		1				1									1
	2/3	1							1		1						
	2					1		1	1								
	1/3			1		1					1						
(Low)	2/3																
	3			III = 31											IV = 13		
	1/3										1						
										A$^-$							

---

* Understanding and Acquiescence scores are given in standard deviations from means. Correlation (r) is .35. (Significant at the .001 level).

Some measure of the importance of this relationship between understanding and acquiescence can be seen in the fact that two-thirds of the districts fall into either the first quadrant (34%) or the third quadrant (33%). That is, acquiescence agrees with understanding in two-thirds of the cases.

Quiescence and Acquiescence

The most casual observation of school-community relations reveals some evidence that conflict -- lack of quiescence -- brings out more "no" voters at election time. The probability that this is so can be found in the nature of conflict, as described by Coleman.[2]

He points out that conflict grows because people find new factors of relevance in a controversy, factors that were not there to begin with. Our measure of quiescence tapped this conceptualization, assigning the degree of quiescence according to lack of factors perceived by observer pairs to be operative -- or relevant -- in local school-community relations.

Our expectation, then, was that acquiescence would be higher in those districts where conflict was lacking -- where quiescence was high. Table 2.2 shows that a significant positive relationship is in fact found. But it is not of the kind stated above.

There is a positive relationship between quiescence and acquiescence; but it is due primarily to the 37% of the districts (in quadrant III) for whom both quiescence and acquiescence are low.

It appears that the functional relationship between them is this: acquiescence is less likely in conditions of low quiescence (i.e., conflict) but no more likely in conditions of high quiescence. It can be seen in Table 2.2 that there are more districts with high acquiescence under conditions of low quiescence (quadrant IV) than under conditions of high quiescence (quadrant I).

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[2] James S. Coleman. Community Conflict. Glencoe, Illinois: Free Press, 1957.

Table 2.2. Scatter Diagram of Relationship between Quiescence and Acquiescence, for 95 Districts.*

					(Low)					Acquiescence:				(High)			
		2/3	1/3	2	2/3	1/3	1	2/3	1/3	Mean	1/3	2/3	1	1/3	2/3	2	1/3
										A⁺							
	3												1				
	2/3																1
(High)	1/3			II = 15				1							I = 20		
	2				1												
	2/3										1						
	1/3						1		2							2	1
	1							1			1						
	2/3										1		1	2	2		
	1/3			1		2	1	3	2		1	1	1	3	1		
Quiescence:	Mean	Q⁻															Q⁺
	1/3			1		1	2	3	3		1	2	2		1		
	2/3	1		1				3	2		1	4	1	1			
	1	1					3	5	3		3	1	1	1	1		
	1/3	1		1	1		1				1		2				1
(Low)	2/3					1											
	2			III = 35					1		1				IV = 25		
										A⁻							

---

* Quiescence and Acquiescence scores are given in standard deviations from means. Correlation (r) is .23. (Significant at the .05 level).

This relationship would itself argue against quiescence being an alternative explanation for the relationship between understanding and acquiescence. Understanding and acquiescence were found to be associated in both the low and high conditions of each other. Here the association is largely in the low conditions of each other for quiescence and acquiescence.

In Chapter VII, we shall be looking for the variables that account for the anomalies in Table 2.2. We shall want to know what accounts for the success (high acquiescence) of those districts who experience conflict (low quiescence). And we shall want to look at the districts who, though quiet, do not achieve high acquiescence.

Participation and Acquiescence

In earlier work, we found that participation and acquiescence tended to be negatively related.[3] Districts with low voter turnout won more elections than those with higher turnout. At the highest levels of turnout, the picture was not too clear. The relatively few cases available suggested that a reversal might be found at these top turnout levels.

We are using percent voting "yes" to measure acquiescence here, but we see in Table 2.3 that a significant negative correlation is again found. Districts with lower participation have higher acquiescence scores; those with higher participation have lower acquiescence scores.

Two additional facts of interest can be drawn from Table 2.3.

Although low participation goes with high acquiescence and high participation with low acquiescence, the former occurs more often. Some 36% of the districts have low participation and high acquiescence; 28% have high participation and low acquiescence.

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[3] Richard F. Carter and William G. Savard. Influence of Voter Turnout on School Bond and Tax Elections. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Cooperative Research Monograph No. 5, 1961.

Table 2.3. Scatter Diagram of Relationship between Acquiescence and Participation, for 93 Districts.*

			(Low)				Participation:							(High)			
		2/3	1/3	1	2/3	1/3	Mean	1/3	2/3	1	1/3	2/3	2	1/3	2/3	3	1/3
							A⁺										
	1/3				2				1								
	2	II = 33				1		1						I = 14			
(High)	2/3	1	2	2													
	1/3			2	1	2		3									
	1	1	1	2	2	2			1				1				
	2/3	1	1	2	2	1		2							1		
	1/3		1	1	3			2				1			1		
Acquiescence:	Mean	P⁻															P⁺
	1/3				1	2		2		2	3	1	2				
	2/3		1	1	2	1		1	2	1	2						
	1		1			2		2	1				1				
	1/3		1		3	1											
	2/3		1		1				1								
	2				2					1							1
	1/3	III = 20												IV = 26			
(Low)	2/3							1	1								
							A⁻										

*Acquiescence and Participation scores are given in standard deviations from means. Correlation (r) is -.26. (Significant at the .05 level).

It also appears to be quite difficult to have both high participation and high acquiescence. Only 15% of the districts accomplished this. Given the importance accorded to participation in educational policy making, this last group is of some interest to us. In Chapter VII we shall attempt to account for their distinctive success.

We shall also try, in Chapter VII, to account for the lack of acquiescence among the 21% of the districts (in quadrant III) who were also low on participation.

Understanding and Participation

To some extent, participation in school affairs can be regarded as a commitment by the citizen -- and little else. He feels constrained by societal norms to participate if there are children in school.[4] But there are other reasons. A citizen may participate to guard his financial investment. And a citizen might participate to increase his understanding of school matters.

It is the link between participation and understanding that is of interest to us here. It is a tenuous link that we examine, however. Participation as measured here refers to the citizens. Our measure of understanding is based on ten informed observers in the community who have important roles in school affairs (superintendent, board members, teacher representative, parent representative, mass media spokesman, and interested citizen).

What we must assume to examine this link is that -- if participation leads to understanding -- citizen participation will encourage district leaders to reach a higher level of understanding, and that citizens in turn will attain this level or one somewhat higher than that held before participation. We must also

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[4] See: Richard F. Carter. Voters and Their Schools. Stanford University: Institute for Communication Research, 1960; and, Richard F. Carter and Steven Chaffee. Between Citizens and Schools. Stanford University: Institute for Communication Research, 1966. Citizen participation and its origins are discussed at length in these volumes.

Table 2.4. Scatter Diagram of Relationship between Understanding and Participation, for 100 Districts.*

		(Low)						Participation:							(High)			
		2	2/3	1/3	1	2/3	1/3	Mean	1/3	2/3	1	1/3	2/3	2	1/3	2/3	3	1/3
								U⁺										
(High)	1/3		II = 30											1	I = 27			
	2				1						1							
	2/3		1	1		2								1				
	1/3		2						2	1		1		2				
	1			1	2	2	2		1	1			2					
	2/3			3	1	3	2		3	1				1				
	1/3		1	3		1	2		6					1	2			
Understanding:	Mean	P⁻																P⁺
	1/3		1	1	3	1	3		2			1						
	2/3						2		1	1		1						1
	1		1	1	1	2	2			1	1							
	1/3			2		2								1				
	2/3				1					1	1							
	2					1	1			1		1						
	1/3					2										1		
	2/3																	
(low)	3		III = 27												IV = 16			
	1/3															1		
								U⁻										

* Understanding and Participation scores are given in standard deviations from means. Correlation (r) is -.09.

assume that participation through voting is similar to other forms of participation that are more likely to foster greater understanding.[5]

With these assumptions in mind, we can turn to Table 2.4. There we see that only a slight negative relationship is found between understanding and participation.

However, this is not the whole story. There is a rather large curvilinear relationship, as evidenced by the few cases in quadrant IV. There does seem to be a functional relationship between our measures of understanding and participation. But it is not linear.

The nature of the relationship seems to be this: Understanding can be high whether participation is low or high; but participation tends to be high when understanding is also high, and not when it is low.

Thus the dependency is reversed from our expectations. That is, what dependency there is appears to be that participation is based on understanding -- rather than vice-versa.

Quiescence and Participation

Since we have observed quiescence to be related to acquiescence positively, and participation to be related to it negatively, we would expect the two to be negatively correlated with each other. We should also expect this given our inference that conflict leads to lower acquiescence because it stirs up citizens to participate who would not otherwise.

In Table 2.5, we see that only a rather small negative correlation exists between quiescence and participation. However, we do see that high participation goes with low quiescence more than with high quiescence. The difficulty -- from the point of view of our expectation -- is that low participation also goes with low quiescence more than with high quiescence. Yet the fact remains that the fewest cases are to be found in quadrant I, that of high

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[5] This assumption is none too good. The factor of perceived tax burden is found more in participation through voting than in other forms. See Carter and Chaffee, op. cit., Chapter VI.

Table 2.5. Scatter Diagram of Relationship between Quiescence and Participation, for 100 Districts.*

		(Low)					Participation:							(High)			
		2/3	1/3	1	2/3	1/3	Mean	1/3	2/3	1	1/3	2/3	2	1/3	2/3	3	1/3
	3			1			Q+										
	2/3				1									1			
(High)	1/3	II = 25							1						I = 17		
	2		1														
	2/3		1	1					1								
	1/3				1	2		3			1						
	1					1		1									
	2/3	2		1	1	1		1					1				
	1/3	1	3	2	4	1		2	1		2		1				1
Quiescence:	Mean	P−															P+
	1/3	1	1	2	4	3		1	1			1	1				
	2/3	1	2	1	2	1		2	1	1			1	1			
	1		3	1	1	4		4		2	1		2		2		
	1/3		1		1	1		1	2				1				
(Low)	2/3	III = 32													IV = 26		
	2	1			1		Q−					1					

* Quiescence and Participation scores are given in standard deviations from means. Correlation (r) is -.08.

participation and high quiescence.

And it appears that there are other consequences to be sought for conflict than high participation -- witness the 32% of districts with low quiescence and low participation.

Understanding and Quiescence

One of the reasons for including quiescence in this study was to see if it could account for some of the effect on aquiescence that we had been attributing to understanding. Conceptually, it seemed possible. If informed observers in a district saw a number of factors as having no effect locally, this would add increments to the measure of understanding. So an artifactual relationship appeared to be a potential contaminator of the understanding-acquiescence relationship.

We saw earlier in this chapter that this possibility did not seem likely, given the different kinds of positive association between understanding-acquiescence and quiescence-acquiescence. And here, in Table 2.6, we find very little positive correlation between understanding and quiescence.

What association there is to be found suggests a contingency relation like that expected because of the potential artifact. If that artifact were present, the fourth quadrant should have the fewest cases. And we do find the fourth quadrant with the fewest cases. However, it should be noted that there are more high understanding districts with low quiescence than with high quiescence.

So the artifact does not seem to be serious.[6]

We shall have more to say about all these criterion variable relationships in Chapter VII, when we can examine them in the

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[6] Of the 256 variables retained from Part I for this analysis, only one had a significant positive correlation with both understanding and quiescence. This variable (I:47, Superintendent-board understanding) is itself artifactually related to understanding -- a part-whole relationship -- and is not considered in relation to understanding in this analysis.

Table 2.6. Scatter Diagram of Relationship between Understanding and Quiescence, for 153 Districts.*

			(Low)					Quiescence:							(High)		
		2	2/3	1/3	1	2/3	1/3	Mean	1/3	2/3	1	1/3	2/3	2	1/3	2/3	3
	1/3		II = 43					U^+		1					I = 37		
	2				2				1								
(High)	2/3				2				3		1						
	1/3			1	2	1	2		2	1		3			1	1	1
	1	2		1		2	6		2	1		3		1			
	2/3	1		2	2	4	1		3	3		2			1	1	
	1/3			1	4	5	2		2		1			1		1	
Understanding:	Mean	Q^-															Q^+
	1/3	1	1		4	3	4		4	2	1	1					1
	2/3					4	1		2		2	1			1		
	1			2	3	2	4		3	1	1				1		
	1/3	1		2		1	1			1	1	1	1				
	2/3	1			1	1							1				
	2						1		1	1		1	1				
	1/3				2		2										
(Low)	2/3		III = 43												IV = 30		
	3																
	1/3				1			U^-									

---

* Understanding and Quiescence scores are given in standard deviations from means. Correlation (r) is .09.

context of possible antecedent -- or consequent -- conditions. For example, the high acquiescence in some districts experiencing conflict (i.e., low quiescence) may be found to be due to successful efforts of school leaders to quiet controversy or to channel it away from voting turnout.

Now, however, we shall turn to further analyses of the relationships among criterion variables.

Understanding in the Context of Participation and Acquiescence

The criterion of understanding stands in the same relationship to both acquiescence and participation. We have seen that it can be high in the low conditions of the others, but that they tend not to be high in the low condition of understanding. That is, both acquiescence and participation seem to be dependent on understanding in some way -- even though the linear relationship between understanding and participation is not significant, statistically.

These dependency relationships can be seen more clearly in Table 2.7, where the level of understanding is tabled for each quadrant of acquiescence and participation.

Table 2.7. Levels of Understanding by Acquiescence-Participation Levels.*

		A$^+$		
	+ Acquiescence - Participation		+ Acquiescence + Participation	
P$^-$	U = .31	II | I	U = .07	P$^+$
	U = -.69	III | IV	U = .01	
	- Acquiescence - Participation		- Acquiescence + Participation	
		A$^-$		

* Understanding scores are given as deviations from mean understanding score for all districts responding, expressed in standard deviations. N's are, by quadrant, 14, 33, 20, and 26.

The critical cell is quadrant III. When understanding is low, neither acquiescence nor participation is high.

It can be seen that the positive relationship between understanding and acquiescence occurs in those districts with low participation (quadrants II and III). There is little relationship between them when participation is high (quadrants I and IV).

We also see an interaction between understanding and participation, depending on the level of acquiescence. When acquiescence is low, understanding is positively related to participation; but when acquiescence is high, there is a negative relationship.

Several inferences are suggested by these results.

In the first case, it appears that understanding leads to acquiescence only in a restricted context -- i.e., where participation is low. Thus we might infer that votes are cast by an important minority -- those most informed and/or concerned.

In the second case, we need to account for two tendencies: for understanding to lead to more participation when acquiescence is low, and for understanding to lead to less participation when acquiescence is high.

The latter seems consistent with the earlier inference about understanding and acquiescence. Given that understanding brings about acquiescence by constricting voting (participation), this is as expected.

The former may be a reaction to failure. Given low acquiescence, a district that has a higher understanding level may turn to greater voter turnout as an answer to failure. Its problem is to provide a basis for a more favorable result given greater turnout.

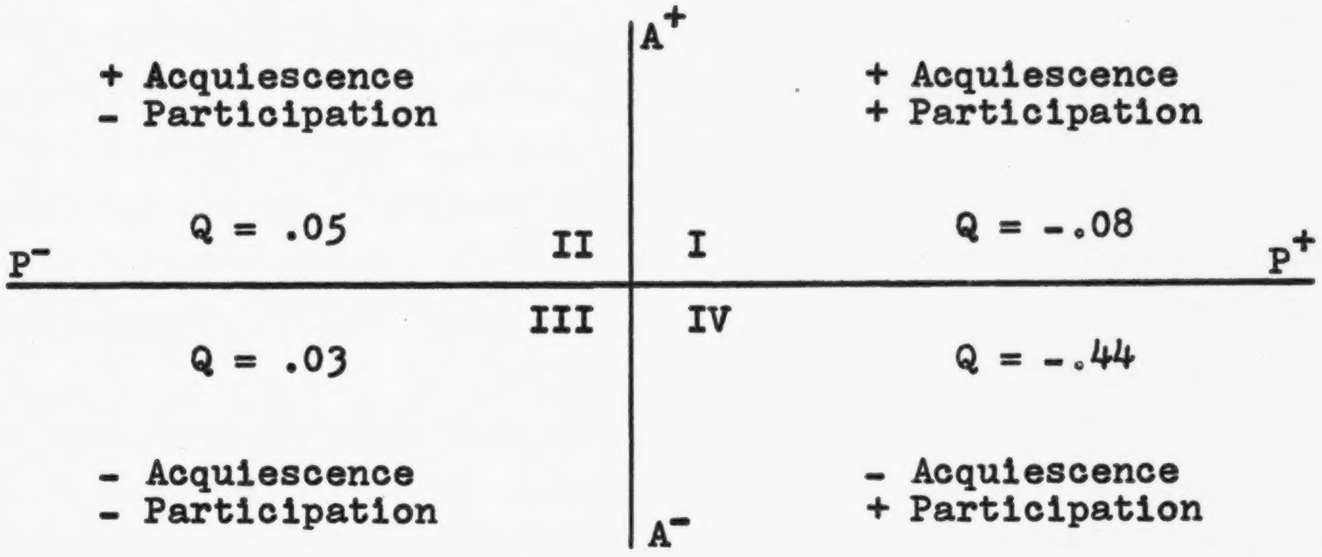
Quiescence in the Context of Acquiescence and Participation

We have seen that the probable effect of quiescence on acquiescence is that acquiescence tends to be low if quiescence is low. There is much less tendency for acquiescence to be high if quiescence is high. We have also seen that high participation is more likely under conditions of low quiescence.

We would simply conclude that conflict leads to higher participation and lower acquiescence except for one anomaly: There are more districts with conflict conditions that have low participation than high participation. (See Table 2.5.) Additional information is needed.

Table 2.8 gives us some help in this matter. Those districts with both low acquiescence and high participation are, in fact, most likely to have a low quiescence level -- i.e., more conflict.

Table 2.8. Levels of Quiescence by Acquiescence-Participation Levels.*



* Quiescence scores are given as deviations from mean quiescence score for all districts responding, expressed in standard deviations. N's are, by quadrant, 14, 33, 20, and 26.

While it appeared that we needed to introduce a third variable to clarify the relationship between quiescence and participation, and this succeeded, we have also shed some additional light on the relationship between quiescence and acquiescence.

Conflict leads to lower acquiescence only if participation is high. Reasonably enough, conflict needs to be expressed in votes if it is to affect acquiescence.

One possible reason why conflict is not much correlated with higher participation when acquiescence is high is that, as noted before, school officials may have found ways to combat the situation. We hope to be able to find out some of these techniques in Chapter VII.

Before turning to the last section of this chapter, we should like to note another piece of evidence that understanding and quiescence are not tapping the same thing. We can see in Table 2.7 that understanding is critical for its absence in quadrant III, and we can see that quiescence is critical for its absence in quadrant IV of Table 2.8.

Acquiescence and Participation in 1950 and 1960

We found in Table 2.3 that a negative relationship existed between acquiescence and participation for the 1960 period. A similar negative relationship was found for the 1950 period ($r = -.25$; significant at the .05 level).

However, the question arises as to the stability of relationship. Did the same districts account for the relationship in both periods? If not, what was the nature of the change between 1950 and 1960?

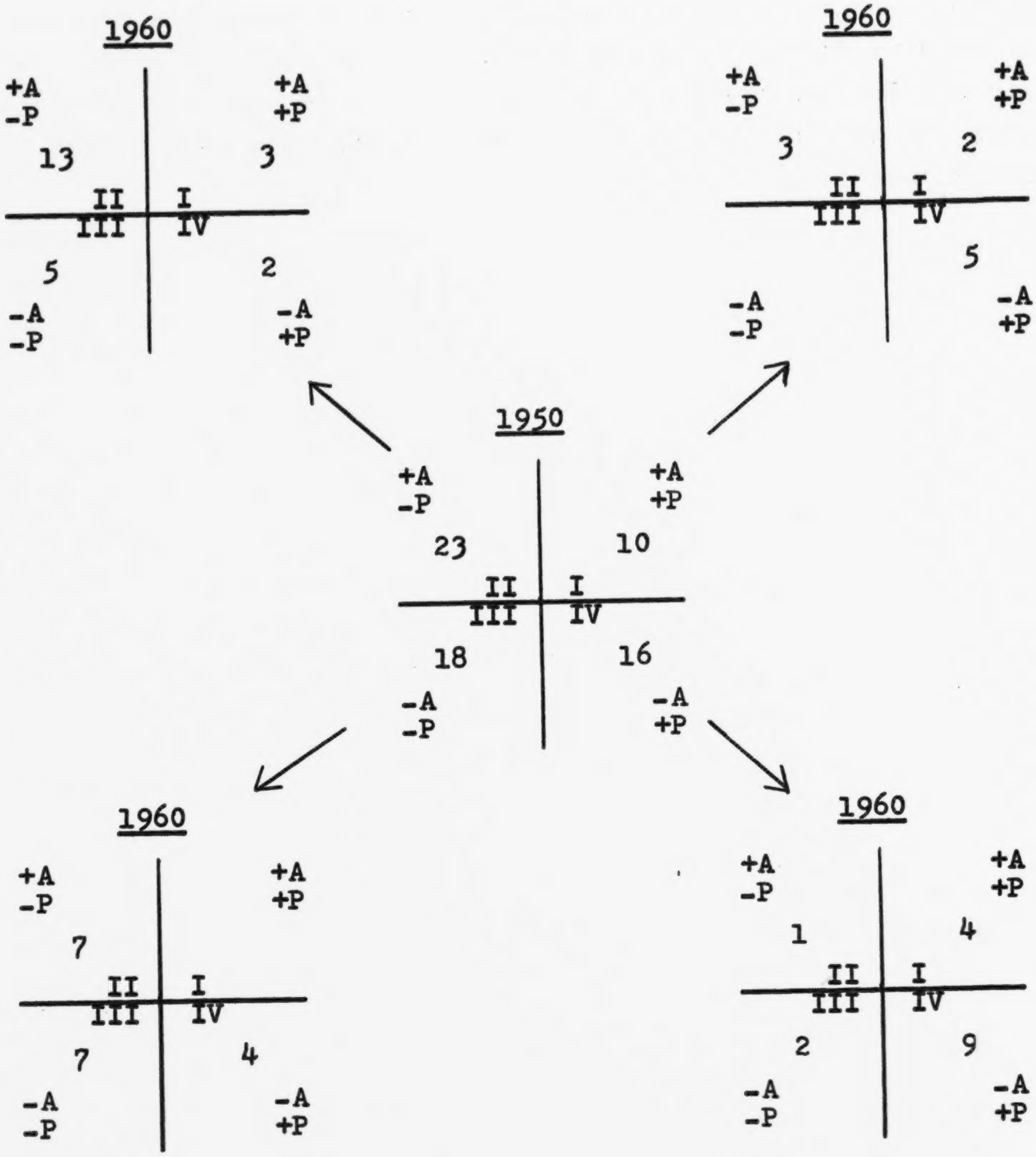
We had 67 districts for which we had both acquiescence and participation data for 1950 and 1960. By showing how each district moved -- or did not move -- from 1950 to 1960 by acquiescence-participation quadrants, we could obtain some information on the stability of the relationship and the nature of any change.

Table 2.9 shows this movement. For each 1950 quadrant, we show the distribution by quadrants in 1960. Less than half (31 of 67) are found in the same quadrant for both periods. To that extent, there is not much stability.

However, there is remarkable stability of another sort. In only three cases did a district alter (from 1950 to 1960) its status on both acquiescence and participation. The moves were primarily to an adjacent quadrant, not to an opposite quadrant. In no case did a district move from low on both to high on both, or vice-versa.

There is an additional regularity of some interest. The alterations were more those of acquiescence than of participation.

Table 2.9. Distribution of Districts in 1960 on Acquiescence-Participation Levels, by 1950 Levels. (N=67)



1960

+A -P	+A +P
13	3
II	I
III	IV
5	2
-A -P	-A +P

1960

+A -P	+A +P
3	2
II	I
III	IV
	5
-A -P	-A +P

1950

+A -P	+A +P
23	10
II	I
III	IV
18	16
-A -P	-A +P

1960

+A -P	+A +P
7	
II	I
III	IV
7	4
-A -P	-A +P

1960

+A -P	+A +P
1	4
II	I
III	IV
2	9
-A -P	-A +P

In a sense, districts found it easier to change acquiescence than participation -- or circumstances found acquiescence the easier victim.

The greater variance of acquiescence over participation is also evident in the correlations between the 1950 and 1960 periods. For acquiescence, the correlation is .33; for participation, it is .76. Participation levels are more stable than acquiescence levels.

Chapter III

Understanding

As we have defined the concept, understanding implies that two or more persons have achieved a state of coorientation. They see a given situation the same way. But, as we have noted before, this does not imply that they will agree on what to do about the situation.

To attain understanding demands communication. Open channels of communication and information efforts should yield a higher degree of understanding. Closed channels and no information efforts should yield a lower degree of understanding.

Further, understanding can be attained only through relevant communication. Some individuals and agencies may possess capabilities for achieving relevant communication. Others may possess capabilities for enforcing relevant communication -- e.g., the mass media in the role of mediator.

In examining the variables that we have found to be correlated with understanding, for the part they may play in the process of school-community relations, we shall be assessing them against these three possible functional relationships.

We expect to find some variables whose relationships are due to a third variable (artifacts). We also expect to find some variables which are not antecedent to understanding, but consequent. They are reactions to, say, lack of understanding rather than conditions prior to it.

Our measure of understanding is based on the similarity with which ten informed observers judged the impact of 169 factors on local school-community relations. These ten are not a representative sample of district citizens. However, the judgments they were asked to make do not require any privileged information, nor do they require expert knowledge. The open communication channels and information efforts that would determine their judgments should be operative for all citizens. A more representative sample of district citizens might lower the degree of understanding, as measured, but the relation order of districts should remain unchanged.

Some 41 variables were observed to have a positive correlation with understanding, 40 to have a negative correlation. The rotated factor analysis solutions, with size of district added, are reported in Tables 3.1 and 3.2. (The unrotated solutions are in Appendix A, Tables A.1 and A.2.) The results are used here to aid in the assessment of the variables. At the bottom of each table, the loading of understanding is given for each factor.

The report that follows gives a listing of variables by division, with the direction and extent of the relationship, the number of districts for which data was obtained, and a discussion of the probable role of the variables in producing -- or not producing -- understanding as informed by the factor analysis results.

The 22 variables that we selected from this group of 81 for multiple regression analysis are identified by an underline of the variable identification number. This analysis is reported in the last section of the chapter.

* * *

I:4 No. of years experience as a superintendent. (r = .23; n = 152).

This variable heads Factor 7, where it is associated with XXI:9 (Favorable outcome of official investigations) and I:22 (Agreement with power structure). It appears to index the superintendent's capability in the specific area of school-community relations.

I:20 Superintendent attitude toward religion and public schools. (r = -.18; n = 154).

This variable appears on Factor 3 with XXII:59 (Board attitude toward religion and public schools). Its contribution to less understanding is not clear. It does, however, not occur in districts where there is conflict. Note the negative loadings on this factor for XIV:2 (Board contact with the public) and XXIII:1 (Citizens' committee on school affairs) -- both of which are associated with lack of quiescence.

I:22 Agreement with power structure. (r = .17; n = 147).

This variable is most closely associated with acquiescence, and is discussed in Chapter V.

I:28 Administrator-parent relations (S). (r = .26; n = 151).

The superintendent's view of his relations with parents does not emerge on any factor with other aspects involving parents. It has some relationship, shown on Factor 14, with XXIII:19 (Voter registration by citizens' committee) and XVII:1 (Lack of criticism on meeting community needs).

I:29 Implementation of board decisions: superintendent reaction to accomplished change. (r = .29; n = 153).

I:30 Superintendent reaction to criticism. (r = .42; n = 153).

I:31 Superintendent reaction to proposed change. (r = .35; n = 153).

These three variables comprise Factor 13, along with I:52 (Superintendent as school leader -- as seen by the board president). They would seem to indicate his willingness to keep communication channels open under threatening conditions. This group of variables has been shown to relate specifically to superintendent-board understanding by Olson.[1]

Variable I:29 is also negatively related to quiescence, suggesting that this aspect of administrative behavior may be a constructive response to conflict. In the factor analyses of Chapter IV (see Tables 4.2 and 4.4), it appears with II:37 (Pupil-teacher ratio) and XV:89 (a measure of 1950-60 population stability), on Factors 5 and 8, respectively. It also appears on Factor 7 of the second analysis, with a negative relationship to XV:186 (a comparison of the 50-60 growth rate with the 40-50 growth rate).

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[1] Richard F. Olson. Factors Affecting Understanding between Superintendents and School Boards. Unpublished Doctoral Dissertation, Stanford University, 1965.

Thus it appears that the superintendent's ability to constructively follow the board's direction is important in stable districts with a high pupil-teacher ratio.

Variable I:31 has a positive relationship with acquiescence as well. The superintendent's reaction to proposed change seems to have this additional benefit. In the factor analysis of Chapter V (see Table 5.1), its relationship to understanding is evident, for it appears on Factor 2 with XXII:51 (Understanding among board members) and I:47 (Superintendent-board understanding).

I:32 Administrator-parent relations (P). (r = .24; n = 153).

This variable heads Factor 4 with several other parent views -- XII:23 (Information procedures for parents), XXII:43 (Parent evaluation of board members), and XVI:7 (Parent view of citizen knowledge of school needs). We are using XII:23 for the multiple regression analysis as best representing the contribution of this relationship to the criterion of understanding.

I:52 Superintendent as a school leader (BP). (r = .38; n = 153).

The board president's evaluation of the superintendent as a school leader appears to be redundant to several other factors -- the parents' view of their relations with the administration (see I:32) and the superintendent's reaction to threatening conditions (see I:29 f.). Factor 3 shows that favorable evaluations of superintendents are less common in large districts.

I:53 Superintendent as a school leader (T). (r = .17; n = 153).

The teacher's view of the superintendent heads Factor 1, accompanied by XII:22 (Information procedures for teachers), XXII:42 (Teacher evaluation of board members), and I:22 (Agreement with power structure). Two of the latter (XII:22 and I:22) are more highly related with other criteria than with understanding. We have inferred that this assessment of the superintendent, which covers seven aspects of leadership, indexes his capability -- and interest -- in promoting understanding. One of the aspects covered, mediating between factions, taps this directly.

II:12 Student misconduct in the classroom (T). (r = -.25; n = 154).

This variable appears on Factor 1, which is headed by size of district. It appears to be a concommitant of other variables more directly involved as sources of misunderstanding. Three of the other variables on this factor have negative correlations with quiescence, all suggestive of reactions to conflict that do not increase understanding. (See XXII:12, for instance).

II:30 Student misconduct in classroom (P). (r = -.42; n = 151).

The parent view of misconduct by students is not a concommitant of size. It appears on Factor 5 with XI:28 (No. of unanswered citizen questions in campaign), apparently indicating a lack of information. This variable, rather than XI:28, is used for the multiple regression analysis because the latter is more closely related to participation.

III:3 Purpose of retarded student program: training in personal care. (r = .20; n = 101).

This variable seems to be an artifact, since it appears on Factor 6 with two variables that might be obviously related to understanding: XIV:6 (Citizen opinions allowed at board meetings) and V:41 (Percent of teachers living in district).

III:12 Adult education program: percent devoted to citizenship training. (r = -.29; n = 73).

This variable would appear to be an artifact, but the factor analysis results do not help us. It stands pretty much alone on Factor 6, with some indication that it occurs in districts where there is less opposition to schools. A lower socio-economic class seems likely, but available indicators do not emerge on this factor.

V:4 Parent-teacher conferences: preparation given teachers. (r = .32; n = 60).

This variable seems a promising source for improved understanding.[2] However, given the few cases on which it is based, we could not use it for the multiple regression analysis. It appears on Factor 5, where it is negatively related to XV:12 (Relationship between communities in district) and XXII:18 (Board educational goal: give children sense of cultural heritage).

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[2] The promise of this approach to "structuring" such conferences has been confirmed, in part, by Grant. Robert T. Grant. The Effectiveness of Structured Parent-Teacher Conferences on Parental Attitudes Toward Schools. Unpublished Doctoral Dissertation, Stanford University, 1962.

V:12 Teacher satisfaction. (r = .21; n = 154).

This variable heads Factor 8, where it is accompanied only by XXII:42 (Teacher evaluation of board members). It fails to appear on Factor 1 with teacher evaluation of the administration. Although it measures job and status satisfaction primarily, we regard it as a potential factor in determining understanding. We shall see in the regressional analysis if there is any specific contribution.

V:23 Percent of teachers in local union. (r = -.19; n = 149).

Given the typical membership of teachers in professional groups, union membership suggests disaffection. As such it could well contribute to a lower degree of understanding. It appears on Factor 1 with size of district and a number of other variables representative of problems unique to larger districts (see XXII:12, XVI:3, and II:12).

V:41 Percent of teachers living in district. (r = .25; n = 108).

If teachers are important contributors to improved understanding, then local residence would increase their effectiveness. Unfortunately, the factor analysis does not yield any helpful evidence. It appears on Factor 6 with XIV:6 (Citizen opinions allowed at board meetings). Their increased availability may be consistent with a general district openness of communication channels. Given the relatively low number of districts reporting, this variable was not included in the regression analysis -- and XIV:6 was available to represent the factor.

V:42 No. of community leadership positions held by teachers. (r = .25; n = 127).

This is the only aspect of teacher participation that we found to have a positive relationship with understanding. This variable appears on Factor 12 with XVIII:6 (Citizen pride in schools), pride which could be antecedent to these leadership positions or consequent. It also appears on Factor 10 with XII:13 (Parent group participation with schools in financial election campaign). Apart from the common element of participation, the functional relationship -- if any -- is not clear.

X:4 *Teacher participation in budget preparation*. (r = -.20; n = 150).

There is no obvious reason why this kind of teacher participation should lead to less understanding. It would seem more likely that it occurs in response to misunderstanding. The evidence of Factor 7 shows that it does not occur in districts where there is disagreement among school representatives in campaigns (XI:6). But, as we have pointed out, agreement is something different from understanding. This could well be a response to misunderstanding that can not be used in high conflict situations -- where agreement is lacking.

X:13 *Property assessment: selection of assessor locally*. (r = .20; n = 143).

This variable is more highly related to participation, and is discussed in Chapter VI.

XI:6 *Disagreement among school representatives in campaign*. (r = -.21; n = 119).

This variable is most highly correlated with acquiescence, and is discussed in Chapter V.

XI:24 *Extent of emphasis on needs in campaign (S)*. (r = -.22; n = 119).

This variable is most highly correlated with acquiescence, and is discussed in Chapter V.

XI:28 *No. of unanswered citizen questions in campaign*. (r = -.21; n = 121).

This variable is more highly correlated with participation, and is discussed in Chapter VI.

XII:22 *Information procedures for teachers*. (r = .22; n = 152).

This variable is more highly correlated with participation, and is discussed in Chapter VI.

XII:23 *Information procedures for parents*. (r = .40; n = 152).

This variable appears on Factor 4 with several other parent evaluations (see: I:32, XVI:7, and XXII:43). Because it seems most directly concerned with understanding, we have taken it to represent this factor in the multiple regression analysis.

It is also negatively correlated with participation, suggesting that effective information procedures for parents may restrict voting to the more informed citizens. In the factor analysis of Chapter VI (Table 6.1), it appears on Factor 3 with XIII:1 (Parent representation at state PTA meetings) and -- negatively -- with XXIII:18 (Transportation service to polls by citizens' committee).

The possibility that active parent organizations who are effectively communicated with by the schools can restrain the amount of irrelevant communication -- and minimize protest votes -- is worth noting. Such districts are not in the difficulty that a citizens' committee implies.

XII:31 No. of informational publications for general public. (r = .25; n = 70).

That so few districts report use of any informational publications, and thus some intended for the general public, indicates that selective use is involved here. There is no negative correlation with quiescence, however. But this variable does appear on Factor 9 to be negatively related with XXI:10 (Employer satisfaction with local school product), suggesting a specific -- if not general -- source in dissatisfaction. Although the low number of cases does not permit its use in the multiple regression analysis, this variable does seem to have some potential in raising the level of understanding.

XIII:13 Parent group participation with schools in financial election campaign. (r = .24; n = 84).

This variable contrasts parent group participation with schools and parent group participation on its own, the former leading to -- or being contingent on -- understanding. The time order is not clear, and the factor analysis does not help us. It heads Factor 10, accompanied only by V:42 (No. of community leadership positions held by teachers).

XIV:2 Board contact with the public. (r = -.18; n = 154).

This variable is more highly correlated with quiescence, and is discussed in Chapter IV.

XIV:6 Citizen opinions allowed at board meetings. (r = .26; n = 153).

Open communication channels, which could lead to understanding, are seen here. Its companions on Factor 6 do not add to the picture (see: III:3 and V:41).

XV:9 Extent of neighborhood factions. (r = -.34; n = 153).

This variable, while related negatively to quiescence as well as to understanding, seems to weigh more heavily on understanding. The suggestion of closed communication channels seems a likely explanation. It appears on Factor 8 with XV:10 (No. of specific rivalries among neighborhood factions) -- which is more closely related to lack of quiescence. Their joint appearance on this factor is due largely to the dependency relationship, the latter being contingent on the former.

In the Chapter IV factor analyses, it appears on Factor 17 (Table 4.3) with XII:1 (School use of public meetings) and XV:10 again, and on Factor 4 (Table 4.4) with XIX:12 (Opposition to school policies by civic officials) and XXIV:10 (No. of problems in checking stories).

XV:10 No. of specific rivalries among neighborhood factions. (r = -.18; n = 152).

This variable is more closely related to quiescence, and is discussed in Chapter IV.

XV:12 Relationship between communities within district. (r = .25; n = 80).

This variable seems to indicate open channels of communication in the district. There are too few cases for inclusion in the multiple regression analysis, however. It appears on Factor 5 with XXII:18 (Board educational goal: give children sense of cultural heritage). The variable appears to be important for the restricted sample of districts that do have more than one community in the school district.

XV:27 1960 per capita retail sales. (r = .18; n = 180).
XV:28 Ratio of district per capita retail sales to state per capita retail sales, 1960. (r = .22; n = 180).
XV:141 Ratio of 1960 ratio of district to state percent in 5-14 age group to 1950 ratio. (r = .22; n = 180).
XV:194 Ratio of percent of population in annexed area to percent population increase, 1950-60. (r = .24; n = 173).

These four variables all appear on Factor 2 with XX:21 (support on school issues by labor unions). They seem to index a particular kind of recent growth, one which has affluent families and school age children, and which occurs through annexation.

The growth is not entirely peaceful, because both XV:194 and XX:21 show negative relationships with quiescence. The first of these is more highly related to understanding, the second to quiescence.

In the factor analysis of Chapter IV (Table 4.1), XV:194 appears on Factor 1 with a measure of urbanization (XV:256) and with a measure of less geographic isolation (XV:262).

The means by which this group of variables is expressed in increased understanding, if at all, is not clear. They may indicate districts which are able to command better school leaders or to attract them. The multiple regression analysis may be of some help to us.

XV:36 Ratio of district heterogeneity of income to state heterogeneity of income, 1960. (r = -.20; n = 180).
XV:134 Ratio of district mean-median age discrepancy to state discrepancy, 1960. (r = -.17; n = 180).

These two variables both appear on Factor 12, without any accompanying variables. They seem to indicate an older population with less financial resources, given the nature of the discrepancies. The relationship to understanding could well be the opposite of the previous group -- here of districts unable to obtain the leadership that might bring about greater understanding.

XV:44 Ratio of district mean-median income discrepancy to state mean-median discrepancy, 1960. (r = .27; n = 180).

XV:98 1960 percent managers and officials. (r = .21; n = 180).

These two variables constitute Factor 11. Given that XV:36 related negatively to understanding, we must infer that XV:44 is getting at a different aspect of income distribution, with implications for effective communication. With XV:98 accompanying it, XV:44 seems to indicate the presence of an upper middle class capable and desirous of supporting schools. XV:44 is also positively correlated with acquiescence, but to a lesser extent than with understanding.

XV:46 Ratio of 1960 ratio of district to state mean-median income discrepancy to 1950 ratio. (r = -.20; n = 180).

It seems that the benefits noted for understanding from XV:44 do not hold if the income distribution has been recently changed. This variable is more highly related to acquiescence, and is discussed in Chapter V.

XV:176 1960 percent born in Southern Europe. (r = -.20 n = 117).

Data being available only from cities on this variable, it does not relate to size of district. It appears on Factor 7 with X:4 (Teacher participation in budget preparation) and also -- negatively -- with XI:6 (Disagreement among school representatives in campaign) and XIX:[illegible] (Large taxpayers as absentee landlords). Nothing appeals as an explanation for its relationship with understanding.

XV:208 Ratio of 1950 percent of total population with high school education to 1940 percent. (r = -.17; n = 180).

This variable appears on Factor 16 by itself. The relationship between this 1940-50 change variable and understanding in 1960 is not clear.

XV:230 Ratio of 1960 district to state mean educational level ratio to 1950 district to state ratio. (r = -.17; n = 180).

This variable is more highly correlated to quiescence, and is discussed in Chapter IV.

XV:246 Ratio of 1950 reciprocal of fertility ratio to 1940 reciprocal of fertility ratio. (r = -.18; n = 180).

This measure of urbanization appears on Factor 14 with XIX:8

(Opposition to school policy by large taxpayers). The latter is the more useful explanatory variable.

XVI:3 No. of special interest groups attending board meetings. (r = -.17; n = 152).

This variable is more highly correlated with quiescence, and is discussed in Chapter IV.

XVI:5 Citizen knowledge of school needs (BP). (r = .18; n = 152).

This variable appears on Factor 12 with XVIII:6 (Citizen pride in schools), which seems a better candidate for improving understanding. XVI:5 is more likely to be a concomitant of understanding.

XVI:7 Citizen knowledge of school needs (P). (r = .30; n = 152).

Like the previous variable, this seems to be a concomitant of understanding. It appears on Factor 4 with XII:23 (Information procedures for parents) which seems the better antecedent of understanding.

XVII:1 Lack of criticism on meeting community needs. (r = .28; n = 143).

This variable could well be the result of understanding. But it could also lead to understanding if it represented a lack of divisive elements in the district. It appears on Factor 14 with XXIII:19 (Voter registration by citizens' committee) and I:28 (Administrator-parent relations). The relationship is not clear, but the multiple regression analysis may be of some help.

XVII:6 Individual criticism of school administration (O). (r = -.38; n = 144).

XVII:8 Individual criticism of expenditures (O). (r = -.34; n = 146).

These two variables comprise Factor 9, and suggest bases for divisive elements in the district, preventing effective communication because relevance of discussion can not be maintained. XVII:8 is also related to acquiescence negatively. In Chapter V, the factor analysis (Table 5.2) shows it to occur with XVII:11 (Individual criticism of board members) and with XVII:9 (Individual criticism of tax level). These two variables were inadvertently omitted from the factor analyses of this chapter -- and should probably be considered part of the same antecedent condition (given the Chapter V results).

XVII:9 Individual criticism of tax level (O). (r = -.31; n = 144).

This variable is more highly correlated with acquiescence, and is discussed in Chapter V.

XVII:11 Individual criticism of board members (O). (r = -.36; n = 144).

See the discussion above, following XVII:8.

XVII:17 Individual opposition use of letters to newspapers. (r = -.27; n = 85).

This variable appears on Factor 10 with XXIV:14 (Lack of responsibility by mass media). The latter seems more likely to be the effective antecedent. Without enforcement of relevance, both lack of understanding and opposition letters could occur.

XVII:35 No. of organized critic groups (S). (r = -.20; n = 152).

This variable is more highly correlated with acquiescence, and is discussed in Chapter V.

XVII:37 Organized opposition use of last minute attacks. (r = -.30; n = 63).

This variable is more highly correlated with acquiescence, and is discussed in Chapter V.

XVII:41 Organized opposition use of letters to newspapers. (r = -.30; n = 63).

This variable is most highly correlated with acquiescence, and is discussed in Chapter V.

XVII:46 Individual criticism of teacher capability (BP). (r = -.26; n = 153).

XVII:49 Extent of individual criticism of schools (BP). (r = -.26; n = 153).

Both variables appear on Factor 4, with XVII;48 (Individual criticism of tax level) and XVIII:8 (Optimistic citizen attitude toward business outlook). Like an earlier condition (XVII:6 and XVII:8), they seem to make effective communication less likely.

They are somewhat different from the earlier condition in that they are positively related to participation as well. XVII:49 is also negatively related to both quiescence and acquiescence -- one of the two variables that is related to all four criterion variables.

In the participation factor analysis of Chapter VI (Table 6.1), these two appear together again on Factor 4, along with XXVI:7 (No. of sources inside district for national criticisms heard locally). This reflects the focus of national criticism on curriculum -- and thus teachers.

In the quiescence factor analyses of Chapter IV (Tables 4.3 and 4.4), XVII:49 heads Factor 8 in the former -- with XVII:48 (Individual criticism of tax level) and XVII:50 (No. of organized critic groups) -- and has some relationship on Factor 12 in the latter with III:27 (No. of current NDEA programs). Again the curriculum is touched on.

In the acquiescence factor analysis of Chapter V (Table 5.2), XVII:49 appears on Factor 2 with a group of individual criticism variables (XVII:8, XVII:9, and XVII:11).

XVII:48 Individual criticism of tax level (BP). (r = -.19; n = 150).

This variable is most highly correlated with acquiescence, and is discussed in Chapter V.

XVIII:6 Citizen pride in schools. (r = .30; n = 150).

Previous work had shown pride to be related to favorable attitudes toward schools.[4] Thus it might have been expected to show a relationship to acquiescence as well as to understanding; it does not. So we might infer that the functional significance of pride is that it represents a commitment of citizens to be informed, to communicate, to try to understand. However, it does seem likely that some pride follows on understanding.

This variable appears on Factor 12 with XVI:5 (Citizen knowledge of school needs), a probable concomitant of understanding

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[4] Reported in: Voters and Their Schools, op. cit.

-- with pride's commitment providing a basis for both.

XVIII:8 Optimistic citizen attitude toward business outlook. (r = -.28; n = 59).

Measured as the increase in classified advertising from the past year, this variable rather surprisingly emerges with a negative correlation with understanding -- and no other criterion variable relationships. There are relatively few districts reporting.

It appears on Factor 3 with XXII:59 (Board attitude on religion and public schools) and on Factor 4 with XVII:49 (Extent of individual criticism of schools).

XIX:7 Large taxpayers as absentee landlords. (r = -.19; n = 135).

This variable appears on Factor 7 with XI:6 (Disagreement among school representatives in campaign). Its relationship with understanding would seem to be an artifact of the relationship between XI:6 and understanding.

XIX:8 Opposition to school policy by large taxpayers. (r = -.20; n = 134).

As with other forms of opposition, the impact on understanding seems to derive from the divisive effect on the district. It appears on Factor 14 with XV:246 (Ratio of 1950 reciprocal of fertility ratio to 1940 ratio). The latter is a measure of

fertility ratio to 1940 ratio). The latter is a measure of

urbanization, showing change from 1940 to 1950.

XX:10 Action on school issues by political parties. (r = -.17; n = 133).

This variable too seems to index a divisive effect. It appears on Factor 2 with two variables that are negatively related to acquiescence: XVII:41 (Organized opposition use of letters to newspapers) and XVII:37 (Organized opposition use of last minute attacks).

XX:21 Support on school issues by labor unions. (r = .19; n = 107).

This variable is more highly correlated with quiescence, and is discussed in Chapter IV.

XXI:8 No. of official investigations of schools. (r = -.16; n = 152).

This variable heads Factor 11, accompanied only by XI:6 (Disagreement among school representatives in campaign). Again, a divisive effect seems indicated. There is no a priori basis for assuming that official investigations result in less understanding, and this variable might be related to understanding artifactually -- because of divisive elements which bring about such investigations in the first place.

XXI:9 Favorable outcome of official investigations. (r = .48; n = 28).

In those districts where the outcome of investigations is favorable, understanding is evidently increased. The small number of cases prevents its use in the multiple regression analysis. This variable appears on Factor 3, negatively related to size of district. It also appears on Factor 7 with I:4 (No. of years experience as a superintendent). These two relationships pretty well locate the districts in which favorable outcomes occur.

XXI:10 Employer satisfaction with local school product. (r = .19; n = 139).

This variable appears on Factor 12 with XVIII:6 (Citizen pride in schools) and on Factor 9 with a negative relationship to XII:31 (No. of information publications for general public). Its relationship to understanding seems to be an artifact of the former. There is the suggestion that informational publications for the general public may follow on dissatisfaction with the local school product.

former. There is the suggestion that informational publications

XXII:2 Average age of board members. (r = .19; n = 154).

This variable appears on Factor 3 with size of district. The loading of understanding on this factor is .00, indicating that the relationship is probably an artifact.

XXII:12 Average time devoted to board business by board members. (r = -.32; n = 153).

This variable is also contingent on size of district. It appears on Factor 1, which is headed by size. In the factor analysis of Chapter V (Table 5.2), it also appears with size of Factor 3. In the factor analysis of Chapter IV (Table 4.3), it appears on Factor 13 with size of district and XXIV:23 (Awards given local mass media for school coverage) and on Factor 4 with XVII:41 (Organized opposition use of letters to newspapers) and XXIV:4 (No. of mass media covering school news).

The important aspect of this variable is its failure to produce understanding. The board's investment of time seems predicated on the extent of the problems to which it must respond, with the response being to lack of quiescence and acquiescence -- perhaps also to lack of understanding, although mass media coverage is greater (and may even be of better quality).

XXII:16 Board educational goal: prepare children for citizenship. (r = -.22; n = 144).

This variable is more highly correlated with acquiescence, and is discussed in Chapter V.

XXII:18 Board educational goal: give children sense of cultural heritage. (r = .19; n = 144).

This variable appears on Factor 5 with XV:12 (Relationship between communities within district). The latter is probably more directly related to understanding than this variable, but we could not use it in the regression analysis for lack of cases. As a correlate of XV:12, it may serve to index open communication channels. But its functional relationship is as likely to be with XV:12 as with understanding. That is, this goal might emerge in

XV:12 as with understanding. That is, this goal might emerge in

districts where different values are to be found -- necessitating attention to heterogeneous origins.

XXII:42 Teacher evaluation of board members. (r = .18; n = 147).

This variable appears on Factor 1 with I:53 (Superintendent as a school leader) and on Factor 8 with V:12 (Teacher satisfaction). Given its redundancy to these two previously selected variables, it is not included in the multiple regression analysis. Evaluation of board members, as seen in teacher satisfaction, may indicate whether the teacher feels communication channels are open to the board.

XXII:43 Parent evaluation of board members. (r = .33; n = 144).

This variable appears on Factor 4 with I:32 (Administration-parent relations) and XII:23 (Information procedures for parents), and on Factor 15 with XXIV:8 (Mass media support of schools in last election). Any relationship with understanding ought to be expressed through the relationship of XII:23 to understanding.

XXII:53 No. of situations where board disagrees. (r = -.20; n = 139).

This variable is more highly correlated with acquiescence, and is discussed in Chapter V.

XXII:59 Board attitude on religion and public schools. (r = -.18; n = 154).

This variable heads Factor 3, accompanied by I:20 (Superintendent's attitude on religion and public schools). Apart from more liberal views occuring in districts where conflict is lacking, there is little we can say about this variable. (See I:20).

XXIII:1 Citizens' committee on school affairs. (r = -.23; n = 144).

This variable is more highly correlated with quiescence, and is discussed in Chapter IV.

XXIII:19 Voter registration by citizens' committee. (r = .30; n = 50).

As noted before, this variable and its companion on Factor 14 -- XVII:1 (Lack of criticism on meeting community needs) -- could well be the result of increased understanding rather than a cause of it. It should be pointed out that this is one of the two aspects of citizens' committees to have a criterion relationship favorable to the schools. (The other is XXIII:18, discussed in Chapter VI; it too does not appear to be causal.)

XXIV:8 Mass media support of schools in last election. (r = .18; n = 119).

This variable is more highly correlated with quiescence, and is discussed in Chapter IV.

XXIV:14 Lack of responsibility by mass media (BP). (r = -.31; n = 152).

XXIV:24 Mass media in "watchdog" role. (r = -.17; n = 132).

These two variables do not occur on the same factor. But XXIV:14 appears on Factor 10 with XVII:17 (Individual opposition use of letters to newspapers) and XXIV:24 appears on Factor 15 with XVII:41 (Organized opposition use of letters to newspapers) -- the latter with two other variables negatively related to acquiescence.

Both variables would seem to lead to lower levels of understanding because relevance of communication is not being enforced, with the result that divisive elements voice idiosyncratic opinions which do not contribute to understanding.

* * *

Table 3.1. Rotated Factor Solution of Variables Positively Correlated with Understanding (Varimax Solution).*

	Factor:														
Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
I:53	77	- 5	- 8	- 6	- 3	- 1	3	10	11	2	10	- 1	12	0	14
XII:22	72	0	- 4	- 6	6	16	- 5	12	- 7	9	- 3	3	6	1	- 7
I:22	49	14	4	18	- 1	15	41	-15	-10	17	- 8	- 1	-10	0	-34
XXII:42	51	- 5	15	13	21	-11	-10	48	9	-20	15	21	8	-11	3
XV:28	- 1	85	5	- 4	0	6	- 5	- 4	3	11	19	5	6	- 1	14
XV:27	-11	84	9	- 3	- 2	6	- 5	- 4	4	3	10	2	7	- 4	11
XV:194	10	72	-10	18	13	3	9	6	6	2	- 1	- 5	11	19	-10
XV:141	14	42	- 3	17	-12	-30	41	22	-17	-14	16	5	0	16	- 1
XX:21	2	54	42	8	1	-19	19	9	9	-17	-20	0	6	29	-12
VII:12	-13	7	87	3	-19	-10	- 8	- 2	3	- 4	8	1	6	- 6	12
XXII:2	5	8	60	-10	25	17	13	-21	2	0	- 5	18	8	7	6
XXI:9	-19	16	-50	1	38	14	51	12	15	7	13	10	- 3	23	29
I:52	27	7	-44	41	2	0	12	-12	19	- 8	- 1	16	42	3	15
I:32	1	7	- 6	84	0	- 1	-11	- 4	- 4	2	8	- 9	11	7	0
XII:23	-11	12	2	64	- 6	23	1	0	- 7	2	18	9	28	10	2
XXII:43	-19	0	1	42	5	6	17	23	22	- 7	34	12	6	- 7	44
XVI:7	8	-17	6	38	14	20	1	8	10	18	34	4	1	22	26
XV:12	22	11	8	-10	86	6	- 2	2	9	- 7	2	- 1	4	- 5	11
XXII:18	-14	- 3	-20	12	69	7	8	3	- 9	14	6	9	2	20	- 5
V:4	- 3	24	-33	-12	-46	26	8	38	22	30	- 1	- 5	33	22	16
XIV:6	14	-14	-13	6	9	69	14	8	- 5	-10	- 8	17	12	16	10

Table 3.1, cont.

	Factor:														
Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
V:41	10	19	18	10	-13	67	-31	19	0	- 5	- 4	11	16	- 6	11
III:3	2	11	- 6	12	17	64	10	-13	26	- 5	21	- 3	- 2	- 2	-14
I:4	- 1	- 4	0	-12	4	1	87	4	6	2	2	- 3	5	- 3	16
V:12	24	3	-15	- 1	1	8	8	78	0	13	- 3	- 1	10	4	- 2
XII:31	5	12	2	- 1	1	11	10	2	88	- 4	-13	17	5	- 6	- 9
XXI:10	30	10	12	13	7	-10	13	-27	-41	-20	2	40	9	6	20
XIII:13	11	8	-10	2	2	-20	2	8	- 5	85	7	- 7	12	17	8
V:42	9	15	15	9	-10	5	37	0	22	43	12	44	-11	-10	- 7
XV:44	7	12	6	6	11	- 6	9	- 1	- 4	3	79	9	11	2	- 2
XV:98	1	35	-17	13	-21	3	- 7	- 1	- 9	6	62	7	2	- 3	- 4
XV:46	1	-13	10	25	24	18	4	2	-13	- 9	48	-21	26	13	-19
XVIII:6	5	- 5	3	16	7	10	-11	9	10	5	-11	73	12	- 5	0
XVI:5	- 3	3	0	-19	2	7	5	- 4	2	- 8	19	72	11	11	0
I:29	11	25	9	4	2	- 2	0	10	15	- 2	15	0	79	0	9
I:31	- 2	-11	11	13	9	12	- 3	4	-13	25	0	6	79	-12	-11
I:30	13	13	- 8	18	- 7	13	3	4	0	- 9	9	21	73	2	12
XXIII:19	9	10	- 9	9	18	20	-15	-10	9	24	- 1	- 8	-28	71	16
XVII:1	-15	10	1	14	3	2	14	22	-27	1	3	14	4	66	- 7
I:28	13	10	12	15	6	-18	- 5	-22	33	9	8	7	33	44	20
X:13	- 4	- 7	2	37	23	5	- 1	15	2	37	-14	13	1	-41	8
XXIV:8	8	15	10	6	3	5	18	- 8	-20	11	-17	- 3	10	7	72
Loading of U on factor:	14	17	0	29	20	23	27	15	14	23	12	28	32	28	12

* Loadings of ±.40 are underlined. Decimal points are omitted.

Table 3.2. Rotated Factor Solution of Variables Negatively Correlated with Understanding (Varimax Solution).*

Variable	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
VI:12	83	-12	00	-03	00	12	-14	21	03	-15	-11	-08	01	06	08	04
XX:12	78	14	-09	08	11	05	-18	12	10	-01	10	-19	18	12	05	06
V:23	77	06	25	00	00	00	09	-13	-03	22	04	13	-16	-09	-02	-08
XVI:3	68	-09	-09	14	-08	04	03	13	22	-01	15	-15	08	-24	10	01
II:12	50	-06	14	12	34	07	-10	-07	05	19	-03	15	-32	-15	-03	-18
XVII:35	44	-10	03	00	-16	-11	01	09	17	14	31	11	14	-06	46	04
XVII:41	32	48	-13	01	07	-36	-06	30	-07	09	02	10	-04	12	47	07
XVII:37	-07	81	00	08	-11	05	02	03	15	06	21	05	19	13	11	-06
XX:10	13	43	18	12	-06	19	12	30	10	08	-09	-34	-12	02	-10	28
XXIV:24	10	11	-04	14	-07	25	-04	15	07	00	-03	-08	-11	06	72	-05
XIV:2	51	17	-44	25	01	-11	-12	21	-03	-04	-06	-03	21	-04	12	04
XV:230	-19	32	37	-19	11	14	36	12	20	13	-15	18	04	11	02	-05
XX:59	06	09	79	-12	01	-06	-04	11	10	-11	02	04	17	01	-13	04
I:20	13	-06	62	16	16	29	03	-05	-11	05	-06	-12	-04	-06	19	21
XXIII:1	26	06	-41	01	13	23	14	20	33	-05	10	-01	10	-20	25	04
XVIII:8	00	-09	46	57	-03	-22	04	19	19	-22	-03	21	-13	11	14	18
XVII:49	09	05	-11	79	02	-09	02	02	12	21	12	-02	09	-16	03	-04
XVII:46	04	00	00	78	08	20	02	01	02	-09	03	06	00	19	-04	14
XVII:48	13	11	-07	54	-07	-02	01	08	11	30	01	-07	11	-01	24	-27
II:30	08	-07	10	-03	78	-03	-02	01	09	04	-04	-05	11	05	-02	08
XI:28	-06	-02	-03	06	71	02	04	09	-09	-09	34	-01	-09	05	-06	-18
III:12	11	04	08	02	-02	88	-06	09	05	04	06	17	-01	-01	13	07

Table 3.2, cont.

	Factor:															
Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
XIX:7	-11	-17	13	-03	14	06	57	-06	10	28	-06	-18	15	15	29	-04
XI:6	-09	18	-10	18	02	01	60	18	-02	07	43	13	14	-19	-03	15
XXI:8	12	13	-03	08	16	05	-06	09	01	02	83	-04	05	08	02	00
X:4	24	-02	-04	-01	08	11	-61	-01	18	20	21	-01	12	-02	18	23
XV:176	-12	-02	38	-08	14	09	-51	28	-06	18	01	-04	06	-22	14	18
XV:9	19	18	06	08	05	08	-01	75	04	16	06	-06	-01	08	-01	-05
XV:10	08	-10	09	07	-10	-02	-04	68	-02	-07	29	07	04	-18	28	-17
XI:24	10	03	-13	-03	25	03	08	49	17	14	-26	07	25	-04	11	21
XVII:6	12	04	-05	05	13	08	-03	-01	84	-01	-02	04	-02	00	-01	11
XVII:8	11	19	16	26	-16	-08	01	11	71	15	00	00	-08	-09	17	-08
XVII:17	-10	32	-01	-01	-17	09	-20	23	21	70	15	-06	-15	-06	06	-02
XXIV:14	16	-08	-05	22	09	-02	12	05	-05	66	-07	09	25	08	-01	16
XV:36	-03	07	-05	11	-11	29	-15	13	05	02	-11	71	16	07	02	-11
XV:134	-11	00	08	-01	03	-02	17	-10	01	01	07	67	-25	03	-05	21
XX:53	07	12	08	08	05	00	04	05	-06	08	06	-05	77	-08	-04	-05
XIX:8	-07	-19	13	09	03	-34	-13	04	33	05	21	00	34	42	04	-11
XV:246	-12	26	-01	02	12	-02	10	-06	-08	-01	01	11	-08	73	08	12
XXII:16	-02	29	03	-06	35	-13	-06	-06	09	-14	-10	14	14	-45	39	06
XV:208	-01	00	13	03	-05	05	-12	-06	05	07	01	06	-03	06	-02	81
Loading of U on factor:	-17	-22	-15	-22	-49	-11	-03	-19	-34	-26	-08	-27	-16	-11	-12	-14

* Loadings of ±.40 are underlined. Decimal points are omitted.

Multiple Regression Analysis

We selected 22 variables from the 81 with significant correlations with understanding for a multiple regression analysis. These 22 have some possibility, from our point of view, of being functionally related to understanding. And there is sufficient data available on them.

From the results of this analysis we can see which variables seem to be the most important determinants of understanding. We can also see some possible reasons why the others are not so important -- that is, how their apparent functional relationships are due to the influence of other variables.

In selecting these 22 variables, we did not take more than one from any one factor. However, about half were in one factor analysis but not the other. So there may be some reduction simply because two variables are now considered in relation to each other for the first time.

The correlation matrix on which this analysis is based is reported in Table A.11 of Appendix A. Data was used only for those districts where a measure of understanding was obtained (thus data on census characteristics is used for 153 districts, not 180).

We have also included size of district in our analysis to a limited extent. We shall show the relationship of each of the 22 variables to district size, enabling us to see if the more important variables vary according to district size.

Table 3.3 gives the partial correlation of each of the 22 variables with understanding. The original correlation is also given for comparison. And the correlation with district size is also tabled.

These ten variables emerge as the most important factors in determining the level of understanding:[5]

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[5] The number in parentheses gives the variance accounted for by the variable when only these ten are used in a regression analysis. Decimal points are omitted. The sign following the parentheses shows the nature of the relationship with understanding, positive or negative. Letters following variable titles give assessment sources -- P for parent, O for opposition spokesman, T for teacher.

Table 3.3. Partial Correlation Coefficients of 22 Selected Variables with Understanding.*

Variable	Correlation w/ size	Zero-order correlation w/ understanding	Partial correlation w/ understanding
I:4	-.09	.23	.14
I:30	.01	.43	.08
I:53	-.10	.17	.12
II:30	.10	-.42	-.27
V:12	-.19	.21	.04
V:23	.51	-.19	-.03
XII:23	.08	.40	.21
XIV:6	-.23	.26	.03
XV:9	.24	-.34	-.16
XV:36	-.02	-.20	-.16
XV:44	.04	.26	.10
XV:194	-.02	.24	.10
XVII:1	-.02	.28	.05
XVII:6	.07	-.38	-.20
XVII:49	-.01	-.26	-.07
XVIII:6	.06	.30	.11
XIX:8	-.04	-.20	-.07
XX:10	.18	-.17	-.04
XXI:8	.03	-.16	.00
XXII:18	-.24	.19	.01
XXIV:14	.04	-.31	-.10
XXIV:24	.17	-.17	-.11

* The zero-order correlation of each variable is given for comparison. The correlation with district size is given to locate the condition.

XII:23 Information procedures for parents (085)+
II:30 Student misconduct in classroom -- P (078)-
XVII:6 Individual criticism of school administration -- O (070)-
XV:9 Extent of neighborhood factions (049)-
I:4 No. of years experience as a superintendent (032)+
I:53 Superintendent as a school leader -- T (027)+
XV:36 Ratio of district heterogeneity of income to state heterogeneity of income, 1960 (026)-
XVIII:6 Citizen pride in schools (017)+
XV:194 Ratio of percent of population in annexed area to percent population increase, 1950-60 (016)+
XXIV:24 Mass media in "watchdog" role (010)-

Of the five positive factors, the most important concerns information procedures for parents (XII:23); the next two indicate the importance of the superintendent's communication capability (I:4 and I:53); the fourth suggests the commitment necessary from citizens for relevant communication (XVIII:6); the fifth, we have inferred, indicates that some districts have the resources to command better school leadership (XV:194).

Of the five negative factors, the most important -- the top three -- seem to show divisive forces in the district, resulting in no effective communication (II:30, XVII:6, and XV:9); the fourth suggests inability to command better school leadership (XV:36); the fifth indicates that some districts have difficulty attaining understanding because relevant communication is not enforced (XXIV:24).

Size of district relates significantly to only one of the ten factors. Neighborhood factions are more of a problem in larger districts (XV:9). To some extent, the mass media assuming the role of "watchdog" is also a more frequent problem in larger districts.

By looking at the correlation matrix for the 22 selected variables, we can draw some inferences about why the other 12 variables do not hold up as important factors. In some cases this is not possible, for the analytic procedure arbitrarily assigns common contributions to the more important variable, thus diffusing a less important variable's contribution to a number of other variables.

But by focusing on which of the 12 less important variables are accounted for by the 10 more important variables, some inferences can be drawn.

Variable I:53 (Superintendent as a school leader -- T) accounts for some of the contribution of V:12 (Teacher satisfaction) through a positive relationship and V:23 (Percent of teachers in local union) through a negative relationship. It seems that teacher satisfaction derives in some part from a favorable view of the superintendent, and their membership in the union may have some origin in a negative view of the superintendent. The direction of relationship could be the opposite, however, with satisfaction and/or union membership affecting the view of the superintendent. In any case, I:53 subsumes part of their contribution to understanding.

Variable XII:23 (Information procedures for parents) accounts for some of the contribution of I:30 (Superintendent reaction to criticism), XV:44 (Ratio of district mean-median income discrepancy to state mean-median discrepancy, 1960), and XVII:1 (Lack of criticism on meeting school needs). The most likely relationships seem to be these:

> Higher income districts are able to afford better information procedures (XV:44).
>
> Better information procedures lessen criticism of school performance (XVII:1).
>
> Better information procedures can be expected of superintendents who react intelligently to criticism -- a concomitant relationship (I:30).

Variable XV:9 (Extent of neighborhood factions) accounts for some of the contribution of V:12 (Teacher satisfaction) and XXII:18 (Board educational goal: give children a sense of cultural heritage) through negative relationships; it accounts for some of the contribution of XX:10 (Action on school issues by political parties) and XXIV:14 (Lack of responsibility by mass media -- BP) through positive relationships. Given the relationship of XV:9 to district size, these may all be due in part to the unique problems of larger districts -- that is, they may have more mass media, political factions, and teacher morale problems.

Variable XVII:6 (Individual criticism of school administration -- O) accounts for some of the variance of I:30 (Superintendent reaction to criticism) through a negative relationship, and of XIX:8 (Opposition to school policy by large taxpayers) through a positive relationship. Concomitant relationships seem to be involved here.

When the regression analysis was redone for the top ten variables, these four cited above (I:53, XII:23, XV:9, and XVII:6) double -- or nearly double -- their relative importance. They derive this new estimate of importance from the fact that they pick up contributions held in common with the dropped variables.

Chapter IV

Quiescence

To obtain support for public education through understanding demands discussion of issues. Controversy is inevitable in discussion, but conflict -- the extremity of controversy -- is not. Yet conflict happens. And it also happens in districts where understanding is bypassed, where persuasive attempts to secure acquiescence substitute.

One of our earliest observations was that many school leaders seemed to be reacting to disruptive events, trying to cope with conflict and potential conflict, to such an extent that attaining quiescence could be designated their major communicatory policy.[1]

In this chapter we shall be looking at the conditions we found to be correlated with quiescence, positively and negatively. There are more of the latter -- 99 versus 17.

Given the nature of conflict, that it builds on irrelevancies, a broad range of conditions can supply it. Unfortunately for school leaders, few conditions restrain it -- or make it less likely to occur.

Some of the variables we shall be reviewing have negative correlations with quiescence just because they represent efforts to combat conflict, and many districts in trouble tend to use the same techniques (e.g., citizens' committees). For these variables we shall be interested in seeing if there is any positive effect -- on understanding and acquiescence, for example.

Because of the large number of variables negatively related to quiescence, we divided them into two sets for factor analysis, then made a third factor analysis of the variables representative of each factor in the first two sets.[2]

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[1] Carter and Sutthoff, op. cit.

Tables 4.1 through 4.4 report the results of these factor analyses, giving the rotated solutions. Size of district was added to each factor analysis.[3] (The unrotated solutions are in Appendix A -- Tables A.3 through A.6.) The 16 variables selected for multiple regression analysis are identified by an underline beneath the variable number.

The plethora of negative quiescence correlates and the scarcity of positive correlates both led us to an arbitrary use of the factor analysis results in selecting variables for the multiple regression analysis.

Among the positive correlates, some variables had too few cases available for analysis, so we used the variable heading the factor to represent the implied underlying factor. Thus some of those used may well be artifacts or concomitants of more important variables.

Among the negative correlates, so many possibilities exist that we again used the variable heading a factor from the composite set to represent the set of conditions, even though the variable that subsumes the set is sometimes more likely to be a common response to the conditions in the set.

* * *

I:12 *No. of offices held by superintendent in local, nonprofessional organizations*. (r = -.28; n = 154).

This variable appears on Factor A1 with size of district, along with seven other variables suggestive of larger district problems -- and reactions to problems. This would appear to be a reaction to conflice or to potential conflict.

I:14 *Coordination with other educational officials*. (r = -.21; n = 152).

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[2] In the listing that follows, factor numbers preceded by an A refer to the first set, those preceded by a B to the second set, and those preceded by a C to the composite analysis.

[3] Size of district is more highly correlated with quiescence than with the other criterion variables -- negatively.

I:21 Communication with power structure. (r = -.18; n = 153).

These two variables comprise Factor A4. They are obvious reactions to conflict (or potential conflict). The latter, I:21, suggests some success from this means, since it correlates negatively with participation. Because I:21 has a higher correlation with participation, it is further discussed in Chapter VI.

I:29 Implementation of board decisions: superintendent reaction to accomplished change. (r = -.17; n = 153).

This variable is more highly correlated with understanding, and is discussed in Chapter III.

I:47 Superintendent-board understanding. (r = .18; n = 125).

This variable is more highly correlated with acquiescence, and is discussed in Chapter V.

II:4 Participation in student programs. (r = -.24; n = 152).

This variable appears on Factor A2 with IV:1 (Scope of guidance program) and on Factor A16 with V:21 (Negotiation by professional organization -- profession, policies, training). It seems to be part of a broad attempt by school leaders to respond to difficulty by encouraging greater participation.

II:9 Student participation in discipline. (r = -.17; n = 150).

This variable heads Factor A8, accompanyied by VI:16 (Percent of central office staff with a college degree). It appears on Factor C8 with XV:89 (A measure of population stability), but with a light loading. Like its predecessor, it seems to be part of an attempt to counter difficulty with broader participation.

II:17 No. of athletic events scheduled weekday nights. (r = -.23; n = 115).

This variable appears on Factor A7, negatively related to V:43 (No. of teacher group contributions to community). If the teachers have responsibilities at these athletic events, they can not participate in community activities. The overemphasis implied may well be a source of potential conflict.

II:21 Elementary student rank on national spelling test. (r = .35; n = 47).

II:25 Secondary student rank on national science test. (r = .36; n = 37).

These two variables appear together on Factor 2, accompanied by IV:3 (Scope of transportation services), and negatively correlated with size of district. Student performance seems a promising source of quiescence, but we have too few cases for further analysis.

II:27 Percent of eighth graders entering ninth grade. (r = -.25; n = 79).

This measure of a lack of dropouts between eighth and ninth grades does not have any obvious relationship to conflict. The factor analysis results are not very helpful. It is negatively related to XI:19 (No. of endorsements important to campaign) -- on Factor A14 -- and positively related to XXIV:8 (Mass media support of schools in last election) -- on Factor C3.

II:37 Pupil-teacher ratio, 9-12. (r = -.28; n = 109).

A high pupil-teacher ratio might be expected to relate to more conflict if student performance is affected. However, we have too few cases of this variable and of performance to find out. This variable appears on A5 with I:29 (Implementation of board decisions: superintendent reaction to accomplished change), which tells us little.

III:6 Purpose of gifted student program: acceleration. (r = -.30; n = 75).

III:22 Audio-visual facilities. (r = -.21; n = 122).

III:29 No. of other innovations.[4] (r = -.22; n = 87).

These three variables all appear on Factor A1 with size of district. To some extent they may represent reactions to criticism about the school program.

III:18 Purpose of summer school program: enrichment. (r =-.21; n = 90).

This variable appears on Factor A2 with IV:1 (Scope of guidance program). As we inferred for Division II variables on this factor, it appears to represent a move toward broad participation in the face of difficulties.

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[4] Innovations other than NDEA experimental programs.

III:27 No. of current NDEA experimental programs. (r = -.22; n = 103).

This variable heads Factor A3, where it is accompanied by VI:2 (Inservice training for maintenance staff). More importantly, it appears on Factor C12 with XVII:49 (Extent of individual criticism of schools -- BP). Thus it seems to be in part a reaction to difficulty, not a possible cause. But it represents a number of curriculum conditions that characterize districts in trouble, so we have selected it for our multiple regression analysis.

IV:1 Scope of guidance program. (r = -.18; n = 123).

This variable heads Factor A2, accompanied most closely by VIII:12 (No. of criteria used for teacher salaries), and it occurs with XV:9 (Extent of neighborhood factions) on Factor C4. The latter emphasizes the need for broader participation that we infer this variable to be striving for.

IV:3 Scope of transportation services. (r = .20; n = 123).

This variable appears on Factor 2 with two measures of student performance (II:21 and II:25). Because these measures of performance are not available for most districts, we have selected IV:3 to represent this factor in the multiple regression analysis. We shall se there whether this -- as expected -- indicates the ability of some districts to provide more services across the board.

IV:4 Health services: organization. (r = -.27; n = 123).

This variable appears on Factor A1 with size of district. It taps the scope of the health services personnel, and so may be seen as a possible response to criticism in larger districts.

IV:9 Counselor-pupil ratio. (r = .22; n = 121).

This variable appears on Factor 3 with two measures of the increase in district educational level from 1950 to 1960 (XV:201 and XV:230). It seems to be a response to a specific demand, and is regarded as having an artifactual relationship to quiescence.

IV:10 Transportation: No. of accidents. (r = -.25; n = 148).

This variable heads Factor A10, accompanied by VII:10 (Ratio of 1950 pupil enrollment to 1940), and appears on Factor C4 with XV:9 (Extent of neighborhood factions) and IV:1 (Scope of guidance program). Its relationship to quiescence may be artifactual.

V:9 Staff running for political office. (r = -.32; n = 154).

Although this variable might lead to conflict, it seems to be the outcome of several other factors related to conflict. It appears on Factor A1 with size of district and on Factor A17 with XI:6 (Disagreement among school representatives).

V:20 Negotiation by professional organization -- dismissal or tenure. (r = -.22; n = 127).

This variable appears on Factor A12 with V:26 (Individual teacher participation in district elections) and on Factor A15 in a negative relationship with V:47 (Group teacher participation in campaign). That V:20 may preclude V:47 is of some interest. Any relationship to quiescence may be artifactual, as part of a response to difficulty.

V:21 Negotiation by professional organization -- profession, policies, training. (r = -.20; n = 127).

This variable heads Factor A16, accompanied by II:4 (Participation in student programs), and heads Factor C2 with XI:25 (No. of tax levy restrictions), XIX:12 (Opposition to school policy by civic officials), and XXII:49 (Date requirement for board elections). Although it may in part be a response to difficulty, it represents a set of difficulties, and is included in the multiple regression analysis.

V:26 Individual teacher participation in district elections. (r = -.24; n = 151).

This variable heads Factor A12 with V:20 (Negotiation by professional organization on dismissal or tenure) and heads Factor C11, accompanied by XXIV:23 (Awards given local media for school coverage) and VIII:18 (Teacher dismissal: build case for not renewing contract -- T). As a response to difficulty it has no effect on acquiescence or participation, so we have selected it for the multiple regression analysis to represent this set of conditions. They seem to indicate attempts to work out difficulties through various forms of mediation -- or amelioration. And, of course, teacher participation in elections can contribute to conflict.

V:43 No. of group contributions by teachers to community. (r = -.22; n = 141).

This variable also serves to represent a set of conditions related negatively to quiescence. It heads Factor A7, accompanied by X:20 (Open hearing on budget), and heads Factor C5, accompanied by XI:9 (Use of telephones to increase voter registration). All of these could be reactions to conflict. The regression analysis should help us find out. As with some other variables, they may initially constitute reactions to conflict that end up creating further conflict.

V:47 Group teacher participation in election campaigns. (r = -.23; n = 149).

This variable heads Factor A15, having only a negative relationship with V:20 (which see). It appears on Factor C15 with XV:42 (Ratio of 1960 ratio of district to state imbalance toward high income to 1950 ratio). It may thus be a response to conflict in districts that have recently become more affluent -- and, perhaps, more critical of the school program.

V:51 Percent of grades K-6 teachers with any degree. (r = -.24; n = 102).

This variable appears on Factor A5 with II:37 (Pupil-teacher ratio, 9-12) and I:29 (Implementation of board decisions: superintendent reaction to accomplished change). Any direct connection with quiescence is dubious.

VI:2 In-service training for maintenance staff. (r = -.20; n = 150).

VI:8 Non-teacher staff organization. (r = -.25; n = 151).

These two variables appear on Factor A3 with III:27 (No. of current NDEA experimental programs). Their relationship to quiescence seems to be artifactual.

VI:16 Percent of central office staff with a college degree. (r = -.32; n = 114).

This variable appears on Factor A8 with II:9 (Student participation in discipline). Given the associations of II:9, it would seem to locate attempts to broaden participation in districts with this type of staff.

VII:10 *Ratio of 1950 to 1940 pupil enrollment*. (r = -.20; n = 125).

This variable is more highly correlated with participation, and is discussed in Chapter VI.

VIII:2 *Teacher salary*: *ratio of highest to lowest, grades 7-8*. (r = -.36; n = 106).

VIII:31 *Teacher hiring*: *written exam*. (r = -.17; n = 151).

These two variables appear on Factor A1 with size of district. Variable VIII:2 also has a negative relationship with acquiescence. In the factor analysis of Chapter V (Table 5.2), it appears again with size of district on Factor 3 and with II:1 (Invitational social clubs for students) on Factor 12.

VIII:12 *Teacher salary levels*: *no. of criteria used*. (r = -.23; n = 122).

VIII:36 *Classroom use of community resource persons*. (r = -.25; n = 123).

These two variables appear on Factor A2 with IV:1 (Scope of guidance program). Both seem to indicate the attempt at broader participation seen for this set of conditions.

VIII:18 *Teacher dismissal*: *build case for not renewing contract -- T*. (r = -.17; n = 153).

VIII:27 *Evaluation shown to teacher*. (r = -.17; n = 148).

Variable VIII:18 heads Factor A13, accompanied only by VIII:27. The latter is more highly correlated with acquiescence, and is discussed in Chapter V. The former appears on Factor C11 with V:26 (Individual teacher participation in district elections), which we have used to represent a set of conditions that indicate attempts to mediate difficulties.

VIII:22 *Teacher dismissal*: *immediate firing -- S*. (r = .18; n = 149).

This variable is more highly correlated with acquiescence, and is discussed in Chapter V.

VIII:33 Teacher dismissal: tenure policy. (r = .23; n = 152).

This variable appears on Factor 7 with XV:95 (A measure of population stability). Its relationship to quiescence is probably artifactual to the latter's relationship, more stable districts having tenure policies more often.

VIII:35 Percent of teachers promoted from within district. (r = -.24; n = 115).

This variable is probably a reaction to conflict, for it could well be positively related if it were antecedent -- local teachers becoming principals might well have more experience relevant to district conditions. It appears on Factor A6 with X:18 (Business procedures: no. of estimates on nonbid items), which seems to be a reaction to trouble.

IX:8 Basis for pupil evaluation: norm for grade level. (r = -.23; n = 124).

This variable is probably reaction to conflict -- to the extent that it has a nonartifactual relationship. Its relationship to II:27 (Percent of eighth graders entering ninth grade) on Factor A14 tells us something about the latter.

X:1 No. of long range planning studies. (r = -.29; n = 154).

Undoubtedly a reaction to conflict, it appears on Factor A8 with II:9 (Student participation in discipline) and VI:16 (Percent of central office staff with a college degree). The latter shows what kind of districts react this way.

X:18 Business procedures: no. of estimates on nonbid items. (r = -.19; n = 147).

This variable heads Factor A6, where its relationship with XI:24 (Extent of emphasis on needs in campaign -- s) suggests a reaction to difficulty (Also see VII:10). It also appears on Factor C6 in a negative relationship with XVII:41 (Organized opposition use of letters to newspapers). Because the criterion variable -- quiescence -- did not have an appreciable loading on the latter factor (-.01), it was not selected for the multiple regression analysis.

X:20 Open hearing on budget. (r = -.20; n = 153).

Rather interestingly, this variable does not occur in districts where needs are emphasized in election campaigns. It has a negative relationship on Factor A11 with two such assessments (XI:24 and XI:29). It also has some relationship on Factor A7 with V:43 (No. of group contributions by teachers to community). Any contribution to conflict it may have is represented in the regression analysis by the latter.

XI:6 Disagreement among school representatives in campaign. (r = -.22; n = 119).

XI:24 Extent of emphasis on needs in campaign -- S. (r = -.22; n = 119).

XI:29 Extent of emphasis on needs in campaign -- P. (r = -.23; n = 112).

XI:30 Duration of tax levy extension. (r = -.29; n = 67).

All four of these variables have higher correlations with acquiescence, and are discussed in Chapter V.

XI:12 Use of letters and post cards to get out parent vote. (r = -.22; n = 119).

This variable has its highest correlation with participation, and is discussed in Chapter VI.

XI:9 Use of telephones to increase voter registration. (r = -.27; n = 120).

XI:21 Campaign organization. (r = -.28; n = 121).

Both variables appear on Factor A18, headed by XI:9, and accompanied by XI:12 (see above). The campaign organization, a reaction to conflict or potential conflict, seems clearly necessary for XI:9 and XI:12. Both techniques have unfavorable results for the schools: XI:9 has a negative relationship with acquiescence and XI:12 has a positive relationship with participation as well as a negative relationship with acquiescence.

Variable XI:9 also appears on Factor C10 with XI:29 (see above). In the factor analysis of negative correlations of acquiescence (Table 5.2, Chapter V), it appears on Factor 11 with XXII:53 (No. of situations where board disagrees) -- and also with XI:6 and XI:12.

XI;19 No. of endorsements important to campaign. (r = -.35; n = 116).

This seems like an index of how much trouble the district is in, on the face of it. It appears on Factor A14 negatively with II:27 (Percent eighth graders entering ninth grade) -- which does not explain much. The latter, however, is seen in the composite factor analysis to be related on Factor C3 to XXIV:8 (Mass media support of schools in last election). So it seems that districts without mass media support may find it important to seek more endorsements.

XI:25 No. of tax levy restrictions. (r = -.17; n = 147).

This variable heads Factor A9, accompanied by XI:21 (Campaign organization). The latter may well be contingent on XI:25. It appears on Factor C2 with XIX:12 (Opposition to school policy by civic officials) and XXII:49 (Date requirement for board election). It and the latter may exert pressures which lead to civic officials' opposition.

XII:1 School use of public meetings. (r = -.24; n = 154).

This variable, an apparent reaction to conflict, appears on Factor B17 with XV:9 (Extent of neighborhood factions). No success is seen.

XXII:27 No. of informational publications. (r = -.25; n = 102).

Like the predecessor, this is a response to conflict that has no success -- in terms of the other criteria. Its appearance on Factor B1 with XV:256 (1960 percent population in urban place) and XV:262 (Less geographic isolation) suggests the locus of this response.

XII:32 School use of mass media. (r = -.20; n = 123).

Another unsuccessful reaction to conflict, it appears on Factor B4 with XVII:41 (Organized opposition use of letters to newspapers) and XXIV:4 (No of mass media covering school news) -- which locate this particular kind of response to difficulty.

XIII:1 Parent representation at state PTA meetings. (r = -.31; n = 141).

XIII:4 Bulletins published by parent groups. (r = -.27; n = 149).

Both variables appear on Factor B1 with measures of urbanization (XV:256 and XV:262). Variable XIII:1 is also related to participation, negatively, suggesting successful channeling of parent interests. In the factor analysis of Chapter VI (Table 6.2), it appears on Factor 3 with XII:23 (Information procedures for parents) and on Factor 4 with two variables associated with conflict (I:21 and XV:60).

XIII:12 Parent group participation in financial election campaign. (r = -.22; n = 121).

This variable seems to be a response to conflict, with no visible effect. From its appearance on Factor B3 with XV:60 (Ratio of district percent employed in manufacturing to state percent employed in manufacturing, 1960) and XV:268 (1960 percent using auto transportation), we can see something about the districts in which this response occurs.

XIV:2 Board contact with public. (r = -.37; n = 154).

Another response to conflict, this variable is also negatively related to understanding -- so the increased contact can not be viewed as productive. It appears on Factor B4 with XVII:41 (Organized opposition use of letters to newspapers). In the factor analysis of Chapter III (Table 3.2), it appears on Factor 1 with size of district.

XIV:5 Provision for reporting board action to public. (r = -.19; n = 153).

This variable appears on Factor B11 with XIX:12 (Opposition to school policy by civic officials) and on Factor B4 with XVII:41 (Organized opposition use of letters to newspapers). It seems to indicate attempts to counter conflict by going around local officials and critics to get directly to the public.

XIV:10 Permissiveness on community use of school facilities. (r = .21; n = 123).

This variable appears on Factor 4 with XXII:21 (Covert action by board on major decisions) and -- negatively -- with size of district. Its relationship to quiescence seems to be artifactual.

XV:9 Extent of neighborhood factions. (r = -.20; n = 153).

XV:10 No. of specific rivalries among neighborhood factions. (r = -.24; n = 152).

With respect to conflict, XV:10 is the stronger indicator of the two variables -- both of which appear together on Factor B17, as they did in the factor analysis of Chapter III (Table 3.2) on Factor 8. Here they appear with XII:1 (School use of public meetings), a response to such problems.

Variable XV:9 heads the factor, and is used for the multiple regression analysis when it also heads Factor C4. There it represents such conditions as: IV:1 (Scope of guidance program), XIX:12 (Opposition to school policy by civic officials), and XXIV:10 (No. of problems in checking stories).

Variable XV:10 is also negatively related to acquiescence. In the factor analysis of Chapter 5 (Table 5.2), it appears on Factor 11 with XXII:53 (No. of situations where board disagrees) and XI:6 (Disagreement among school representatives in campaign).

XV:11 No. of communities within district. (r = -.32; n = 144).

XV:42 Ratio of 1960 ratio of district to state imbalance toward high income to 1950 ratio. (r = -.16; n = 180).

These two variables comprise Factor B9. Variable XV:42 heads Factor C15, accompanied only by V:47 (Group teacher participation in election campaign). The condition seems to be one of several communities in the district with varying economic capability, leading to difficulty when decisions of support arise. Variable XV:11 is negatively related to acquiescence.

In the factor analysis of Chapter V(Table 5.2), variable XV:11 stands by itself on Factor 4. Problems of consolidation or unification may be involved here.

XV:47 Percent employed in agriculture, forestry, and fishing, 1960. (r = .28; n = 179).

XV:48 Ratio of district percent employed in agriculture, forestry, and fishing to state percent, 1960. (r = .24; n = 179).

XV:103 1960 percent farmers and farm managers. (r = .18; n = 180).

XV:104 1960 percent farm laborers and foremen. (r = .16; n = 176).

These four variables comprise Factor 1, with XV:47 heading the factor. Variables XV:47 and XV:104 are also positively related with acquiescence. In the factor analysis of Chapter V (Table 5.1), they appear on Factor 1 with three measures of change from 1940 to 1950 -- which seem to indicate demand for education from upwardly mobile citizens: XV:190 (Ratio of 1950 percent employed in construction to 1940 percent), XV:68 (Ratio of 1950 percent employed in services to 1940 percent), and XV:261 (Ratio of 1950 percent employed in sales, clerical, and kindred to 1940 percent).

Variable XV:104 is more highly correlated with acquiescence, and is discussed further in Chapter V.

XV:60 *Ratio of district percent employed in manufacturing to state percent employed in manufacturing, 1960*. (r = -.16; n = 180).

This variable is more highly correlated with participation, and is discussed in Chapter VI.

XV:65 *Percent employed in services, 1960*. (r = -.21; n = 180).

XV:194 *Ratio of percent of population in annexed area to percent population increase, 1950-60*. (r = -.19; n = 173).

XV:256 *1960 percent population in urban place*. (r = -.20; n = 180).

XV:262 *1960 rank on isolation index -- less isolated*. (r = -.18; n = 180).

These four variables all appear on Factor B1 with a number of reactions to conflict (e.g., XIII:1, XIII:4, and XII:27). They locate such reactions in urban areas experiencing recent growth. Variable XV:262 heads this factor and appears with size of district on Factor C1.

Variable XV:194 has a higher correlation with understanding, and is discussed in Chapter III.

XV:89 *Ratio of 1960 reciprocal of percent living in different house than previous year, within county, to 1950 reciprocal*. (r = -.21; n = 180).

This variable is more highly correlated with participation, and is discussed in Chapter VI.

XV:95 1960 reciprocal of percent living in different house than previous year, within U.S. (r = .29; n = 180).

This measure of current population stability appears on Factor 7 with VIII:33 (Teacher dismissal: tenure policy). The latter seems artifactual to the former, stability allowing more formality in the discussion of tenure.

XV:186 Ratio of 1950-60 district to state percent population increase ratio to 1940-50 district to state ratio. (r = -.19; n = 179).

This variable heads Factor B2, accompanied by XVII:24 (Organized opposition use of radio/TV discussions) and XX:21 (Support on school issues by labor unions). It also heads Factor C7, accompanied by XX:4 (Religious groups represented on board) and -- negatively -- by I:29 (Implementation of board decisions: superintendent reaction to accomplished change). It seems to represent a set of conditions in recently growing districts where the board has taken the initiative in trying to control conflict.

XV:201 Ratio of 1960 percent of total population with college education to 1950 percent. (r = .17; n = 180).

XV:230 *Ratio of 1960 district to state mean educational level ratio to 1950 district to state ratio.* (r = .21; n = 180).

These two variables comprise Factor 3, along with IV:9 (Counselor-pupil ratio). The demand for services implied does not seem to bring conflict, but rather quiescence. However, understanding does not come with a higher educated populace, for XV:230 is negatively related to understanding.

In the factor analysis of Chapter III (Table 3.2), XV:230 appears on Factor 3 with two measures of attitudes toward religion and public schools (I:20 and XXII:59). These more liberal attitudes may be contingent on a more educated citizenry.

XV:233 *Ratio of district median educational level to state median level, 1960.* (r = -.16; n = 180).

While the districts with more educated citizens compared to the national average have less conflict, those with more educated citizens compared to their state averages have more. This variable appears on Factor B5 with XV:89 (More stability of population in 1960 than in 1950) and on Factor B7 with XXII:49 (Date requirement for board election). Its relationship to quiescence seems artifactual, probably to XV:89.

XV:268 1960 percent using auto transportation. (r = -.21; n = 179).

This variable appears on Factor B3 with XV:60 (Ratio of district percent employed in manufacturing to state percent employed in manufacturing, 1960) and on Factor B5 with XV:89. Any relationship to quiescence would seem to be artifactual.

XVI:3 No. of special interest groups attending board meetings. (r = -.28; n = 152).

This variable appears on Factor B13 with size of district and XXIV:23 (Awards given local media for school coverage). As a reaction to conflict, it may be regarded as an artifact of size. It is not a helpful reaction, since it is also negatively related to understanding -- like two other variables on this factor: XXII:12 (Average time devoted to board business by board members) and XXIII:1 (Citizens' committee on school affairs).

In the factor analysis of Chapter III (Table 3.2), it also appears with size of district and XXII:12, and with XIV:2 (Board contact with the public).

XVII:15 Individual opposition use of radio/TV discussions. (r = -.23; n = 85).

XVII:24 Organized opposition use of radio/TV discussions. (r = -.51; n = 17).

Both of these variables appear on Factor B13 with size of district and XXIV:23 (Awards given local media for school coverage). Variable XVII:15 also appears on Factor B12 with XXIV:10 (No. of problems in checking stories -- S). Variable XVII:24 also appears on Factor B2 with XV:186 (Ratio of 1950-60 district to state percent population increase ratio to 1940-50 district to state ratio). Either might be antecedent to conflict, as well as consequent. However, we regard them as concomitant.

XVII:41 Organized opposition use of letters to newspapers. (r = -.37; n = 63).

This variable is most highly correlated with acquiescence, and is discussed in Chapter V.

XVII:48 Individual criticism of tax level -- BP. (r = -.28; n = 150).

XVII:49 Extent of individual criticism of schools -- BP. (r = -.24; n = 153).

XVII:50 No. of organized critic groups -- BP. (r = -.22; n = 151).

These three variables comprise Factor B6, but only XVII:50 has its highest correlation with quiescence. It is also positively related to participation. In the factor analysis of Chapter VI (Table 6.1), it appears on Factor 5 with XV:200 (Ratio of district percent of total population with college education to state percent, 1960) and on Factor 9 with size of district.

The grouping of the three together here may be due to their common source as board president assessments. Variable XVII:48 is further discussed in Chapter V; variable XVII:49 is further discussed in Chapter III.

XIX:1 Informal advice on school policy by business leaders. (r = -.24; n = 149).

This variable heads Factor B16, accompanied by XXVI:6 (No. of sources outside district for national criticisms heard locally), and it also appears on Factor C9 with I:21 (Communication with power structure). The latter keeps participation down, while XIX:1 does not. Although probably a response to difficulty, it is used in the multiple regression analysis to represent this set of conditions.

XIX:12 Opposition to school policy by civic officials. (r = -.26; n = 148).

This could be either antecedent or consequent to conflict. The latter seems more likely, given its relationships. It heads Factor B11, accompanied by XX:19 (Support on school issues by civic and service clubs) -- which suggests an accompanying tactic by the schools in response to conflict and civic officials' behavior. It also occurs on Factor C2 with a set of conditions that imply constraints on civic officials' behavior -- XI:25 (No.

of tax levy restrictions) and XXII:49 (Date requirement for board election). Variable V:21 (Negotiation by professional organization: profession, policies, training) has been selected to represent this set of conditions in the regression analysis.

XX:2 Informal advice on school policy from labor unions. (r = -.24; n = 131).

This variable appears on Factor B1 with measures of urganization, and seems to be a concomitant of such variables.

XX:21 Support on school issues by labor unions. (r = -.20; n = 107).

Unlike informal advice, this aspect of labor union involvement seems to have some beneficial results. The variable is also positively related to understanding. We regard it as a response to conflict, not as an antecedent.

This variable appears on Factors B1, B2, and B15. It is thus related to urbanization (XV:256), 1940-50 population growth (XV:186), and - negatively -- to representation of religious groups on the board (XX:4).

In the factor analysis of Chapter III (Table 3.1), it appears on Factor 2 with measures of recent growth and economic capability (XV:194 and XV:28) and on Factor 3 with size of district.

XX:4 Religious groups represented on board. (r = -.18; n = 142).

This variable heads Factor B15, accompanied negatively by XX:21. It appears on Factor C7 with the ratio of population increase from 1950-60 over 1940-50 (XV:186). It seems to be a reaction to conflict.

XX:19 Support on school issues by civic and service clubs. (r = -.26; n = 144).

This seems to be a reaction to conflict. Moreover, it seems to be one that the schools seek out. For it appears on Factor B11 with XIX:12 (Opposition to school policy by civic officials), suggesting that such support is considered useful as a counter to official's opposition. There is no indication of success.

XXI:3 No. of school conflicts with civic institutions. (r = -.20; n = 153).

This variable heads Factor B10, accompanied by XXIV:13 (Extent of checking stories by mass media -- BP). The latter may be contingent, in part, on this variable. It also heads Factor C13, appearing pretty much by itself. It seems as likely to be an antecedent condition as not.

XXII:3 Average educational level of board members. (r = -.20; n = 154).

This variable is more highly correlated with acquiescence -- negatively, and is discussed in Chapter V.

XXII:6 No. of board members with teaching experience. (r = -.18; n = 154).

This variable is temporally antecedent without question. It also seems to have some functional relationship to conflict. It heads Factor B18, with no other variable related to it to any extent. It also heads Factor C14, accompanied by XI:6 (Disagreement among school representatives in campaign). It may play some part in the latter.

XXII:12 Average time devoted to board business by board members. (r = -.22; n = 153).

This variable is most highly correlated with understanding, and is discussed in Chapter III.

XXII:21 Covert action by board on major decisions. (r = .23; n = 131).

This variable heads Factor 4, accompanied by XIV:10 (Permissiveness on community use of school facilities) and -- negatively -- by size of district. Both XXII:21 and XIV:10 may be contingent on the district being smaller. Covert action may be consequent to quiescence as well as antecedent.

XXII:44 Board member selection method: election. (r = -.19; n = 133).

This variable heads Factor B14, accompanied only by XXII:3 (Average educational level of board members). The latter might be viewed as worth the cost -- in conflict -- of elections, were it not that XXII:3 does not seem to have any beneficial outcomes.

Variable XXII:44 appears on Factor C1 with XI:6 (Disagreement among school representatives in campaign) and -- negatively -- with size of district.

XXII:46 Years between board elections. (r = -.24; n = 107).

While this could have been seen as a potential contributor to quiescence, it is not. More likely, it represents the accumulation of problems between periods of formal review. It appears on Factor B4 with two measures of board activity (XIV:2 and XXII:12) and four measures of communication activity (XVII:41, XXIV:4, XII:32, and XIV:5).

XXII:49 Date requirement for board election. (r = -.26; n = 101).

This variable heads Factor B7, accompanied by XV:233 (Ratio of district median educational level to state median level, 1960). It appears on Factor C2 with another constraint -- XI:25 (No. of tax levy restrictions), with XIX:12 (Opposition to school policy by civic officials), and with V:21 (Negotiation by professional organization: profession, policies, training).

XXIII:1 Citizens' committee on school affairs. (r = -.28; n = 144).

This seems to be a response to conflict, with no favorable results.[5] It is negatively correlated to understanding -- and nearly so to acquiescence. It appears on Factor B13 with size of district and XXIV:23 (Awards given local media for school coverage).

In the factor analysis of Chapter III (Table 3.2), it appears on Factor 3 with XIV:2 (Board contact with public).

XXIII:3 Purpose of citizens' committee: policy issues. (r = -.24; n = 87).

Where policy issues were concerned, citizens' committees are more likely to be used as a response to difficulty. This variable appears on Factor B12 with XXIV:10 (No. of problems in checking stories -- S) -- another consequence of conflict.

XXIV:4 No. of mass media covering school news. (r = -.33; n = 150).

The mass media have an interest in the controversial, and this variable reflects that interest. It appears on Factor B4 with measures of board activity (XIV:2 and XXII:12) and with XVII:41 (Organized opposition use of letters to newspapers). It also occurs with XII:32 (School use of mass media), suggesting some reciprocity.

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[5] An extensive study of citizens' committees documents this ineffectiveness in full. Donald Kenny. A Functional Analysis of Citizens' Committees During School Financial Elections. Unpublished Doctoral Dissertation, Stanford University, 1961.

XXIV:8 Mass media support of schools in last election. (r = -.21; (n = 119).

XXIV:9 Mass media support of schools during controversy. (r = -.21; n = 108).

These two variables comprise Factor B6. Variable XXIV:8 appears on Factor C3 with II:27 (Percent of eighth graders entering ninth grade). Variable XXIV:8 shows some helpfulness for the schools, having a positive relationship with understanding.

In the factor analysis of Chapter III (Table 3.1), XXIV:8 heads Factor 15, accompanied by XXII:43 (Parent evaluation of board members).

XXIV:10 No. of problems in checking stories -- S. (r = -.20; n = 148).

This variable heads Factor B12, accompanied by XXIII:3 (Purpose of citizens' committee: policy issues). It appears on Factor C4 with XV:9 (Extent of neighborhood factions), XIX:12 (Opposition to school policy by civic officials), and XVII:41 (Organized opposition use of letters to newspapers). It seems to be a concomitant of conflict.

XXIV:13 Extent of checking stories by mass media -- BP. (r = -.27; n = 146).

This too seems to be a concomitant of conflict. It appears on Factor B10 with XXI:3 (No of school conflicts with civic institutions).

XXIV:18 Presenting both sides of issues as purpose of mass media. (r = .23; n = 119),

The practice of mediation, by presenting an objective view for discussion, seems to have a beneficial effect on potential conflict. This variable heads Factor 6, accompanied only by IV:3 (Scope of transportation services) -- which does not add anything to the picture.

XXIV:23 Awards given local media for school coverage. (r = -.17; n = 134).

This variable heads Factor B13, accompanied by size of district, a measure of board activity (XXII:12), use of citizens' committees (XXIII:1), and a number of conflict related activities. It appears on Factor C11 with V:26 (Individual teacher participation in district elections). We can infer that the awards are not being given for mediation. They seem to be given in response to conflict, perhaps in the hope that they will encourage responsible coverage.

XXVI:4 No. of special sources for outside advice. (r = -.21; n = 151).

This seems to be an obvious reaction to conflict. It appears on Factor B13 with size of district and other activities aroused by conflict.

XXVI:6 No. of sources outside district for national criticisms heard locally. (r = -.23; n = 133).

Like its predecessor, this is an unsuccessful reaction to conflict. It appears on Factor B16 with XIX:1 (Informal advice on school policy by business leaders) -- another unproductive response.

* * *

Table 4.1. Rotated Factor Solution of Variables Positively Correlated with Quiescence (Varimax Solution).*

Variable	Factor: 1	2	3	4	5	6	7
XV:47	90	- 3	18	- 8	7	5	21
XV:104	88	- 8	4	0	- 4	- 2	- 6
XV:103	84	-12	23	- 3	7	- 4	27
XV:48	79	12	10	0	- 4	18	9
II:21	- 3	92	9	4	12	4	- 4
II:25	-13	78	30	-31	0	- 7	6
IV:3	4	43	3	3	-15	52	35
XXIV:18	10	- 9	0	1	9	88	- 8
VII:12	-36	-47	6	-52	-18	1	23
XV:201	11	12	82	3	- 6	- 6	- 3
XV:230	25	12	80	12	-11	3	- 2
IV:9	13	5	65	- 4	32	8	38
XXII:21	-19	-19	- 6	78	- 7	-10	10
XIV:10	0	1	35	59	11	15	4
VIII:22	14	- 4	6	22	73	-11	- 8
I:47	-15	17	- 9	-17	69	18	14
XV:95	25	23	0	2	- 8	-11	70
VIII:33	13	-33	8	7	16	12	67
Loadings of Q on factor:	15	37	12	39	18	26	53

* Loadings of ±.40 are underlined. Decimal points are omitted.

Table 4.2. Rotated Factor Solution of Variables Negatively Correlated with Quiescence, Set A (Varimax Solution).*

Variable	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
VII:12	76	-3	-12	1	21	14	9	-3	1	22	3	-2	8	-19	3	0	-8	-10
VIII:31	69	-2	-2	4	2	4	-9	11	-13	12	-6	-3	-18	-6	-9	5	-6	-12
III:29	66	8	-2	2	-9	-4	32	-21	21	20	0	5	-6	6	-17	-7	-2	12
III:22	60	20	11	-5	28	4	-6	0	11	-8	1	-3	-28	6	16	-21	-21	23
VIII:2	59	27	25	-13	2	-3	-10	1	3	-14	12	15	24	15	32	9	4	9
I:12	55	3	7	8	16	-1	22	28	5	-19	17	12	13	13	4	0	-11	12
IV:4	51	30	17	0	-6	38	9	7	6	-6	-21	6	10	26	20	-9	13	15
III:6	39	25	31	-10	3	20	-6	-9	19	-17	26	17	8	-22	2	27	-6	-26
IV:1	19	75	-6	-6	-8	-6	8	-9	-2	21	3	7	-1	4	-9	-5	-3	19
VIII:12	1	55	6	-27	33	12	-5	1	4	-16	2	-10	-8	13	12	6	24	11
III:18	8	47	2	-3	-12	15	-1	27	32	-14	-8	-9	32	-19	13	5	-25	-9
II:4	8	46	1	33	38	8	12	-1	-9	-13	-7	5	3	-12	4	48	24	2
V:21	-2	-1	4	1	0	-1	-14	8	28	7	8	6	-2	9	10	77	-8	12
VIII:36	35	41	10	22	5	1	-20	17	-7	-14	16	2	-33	11	12	-9	0	28
III:27	1	-10	75	10	-1	20	-7	8	-14	20	2	1	-9	2	-14	7	0	9
VI:2	2	26	54	16	19	-12	8	1	24	-15	6	4	-10	14	11	-36	14	2
XI:30	15	-9	49	-38	-5	12	-9	-37	0	-2	34	16	22	-32	7	18	16	24
VI:8	32	6	42	-19	19	6	25	22	17	-6	-9	39	9	-5	16	15	1	6
XI:21	-2	13	42	-6	9	-2	16	3	40	9	-12	21	9	-22	6	-7	19	49
XI:25	6	-2	-2	3	6	-4	-3	6	81	-7	1	6	-6	6	13	21	1	-4

Table 4.2, cont.

Variable	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
I:21	1	1	2	77	-6	5	4	13	-2	13	2	12	4	-10	-5	-4	0	-5
I:14	5	-18	6	67	10	-6	-9	-4	10	-22	-11	-27	-2	5	-3	13	2	27
I:29	18	2	-4	-14	78	-3	-3	10	9	-10	13	1	1	9	-8	-4	-4	-7
II:37	7	-6	19	34	64	-1	-8	-7	-9	18	-1	26	13	-2	22	11	-5	-1
V:51	-13	21	13	10	43	27	29	18	27	25	4	-19	1	35	-21	10	-6	6
X:18	11	-1	14	0	-2	76	10	-7	-6	4	1	10	6	-7	-2	6	-4	4
VIII:35	26	13	-1	-8	26	46	8	17	35	-12	-29	21	12	-14	-5	-18	0	-13
VII:10	-31	34	-1	10	-5	41	-26	10	-11	36	-15	18	-1	23	23	-6	-9	-13
XI:24	14	-1	-3	28	-1	41	-11	-13	27	10	35	-33	18	-18	-1	-25	17	21
V:43	16	15	0	9	5	10	70	2	1	-10	7	20	-7	-10	9	-9	-9	13
X:20	35	18	19	20	1	24	36	0	-16	-17	-35	-20	10	3	12	9	6	18
II:17	3	23	5	20	17	1	-58	0	6	-8	0	20	0	-1	-6	11	1	30
II:9	7	-3	8	6	4	-10	1	77	3	6	-5	3	-3	-4	9	-1	5	7
VI:16	-10	4	-14	6	7	38	-4	57	9	-2	31	5	-11	4	-8	23	16	16
X:1	33	35	17	6	5	-35	3	36	13	4	2	-1	25	0	-27	13	8	23
IV:10	20	2	10	2	0	2	-3	4	-5	78	10	-6	10	0	8	5	10	0
XI:29	5	3	5	-5	10	-2	6	4	-4	7	82	9	5	2	4	5	7	11
V:26	6	-4	8	-1	6	12	4	5	4	-4	14	80	8	-1	17	5	4	2
V:20	1	25	-10	26	8	9	-15	-20	28	-2	-12	49	6	6	-43	-6	-4	9
V:47	3	4	-7	-3	4	0	10	4	20	11	1	19	-10	6	75	9	8	9
VIII:18	-7	-1	-5	6	9	7	-6	-7	-6	10	6	10	79	10	-10	-2	6	5
II:27	8	2	-1	-9	21	-11	-8	-2	8	9	-7	-2	19	82	12	6	-3	-2

Table 4.2, cont.

	Factor:																	
Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
IX:8	32	18	14	- 3	4	26	-18	4	1	-10	17	17	9	35	-15	10	27	5
XI:19	20	- 2	4	1	36	1	- 3	6	12	18	-15	- 3	23	-57	6	4	12	25
XI:6	-20	2	8	- 5	- 4	2	- 8	16	- 1	6	11	- 3	7	- 6	9	- 9	81	13
V:9	44	20	10	20	-12	-12	4	- 6	26	17	- 1	17	4	- 1	11	10	45	- 7
VIII:27	16	25	14	-17	- 8	18	9	20	10	-14	24	-10	34	7	27	- 4	-37	15
XI:9	- 3	11	0	13	-11	- 3	11	11	3	- 4	20	4	5	- 7	2	-11	6	75
XI:12	7	10	11	- 6	4	9	-13	4	-12	2	0	- 5	0	1	5	28	0	73
Loading of Q on factor:	-20	-22	-14	-26	-22	-16	-03	-11	-21	-30	-20	-18	-07	-11	-09	-10	-27	-26

* Loadings of ±.40 are underlined. Decimal points are omitted.

Table 4.3. Rotated Factor Solution of Variables Negatively Correlated with Quiescence, Set B (Varimax Solution).*

Variable	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
XV:262	75	6	2	23	3	- 4	0	- 1	- 2	5	- 5	- 6	18	- 5	- 4	11	-12	- 7
XV:256	71	-12	9	7	3	2	16	8	-27	2	25	- 5	11	11	9	-14	5	4
XIII:1	62	22	28	- 1	10	13	- 5	6	15	12	8	13	- 3	-21	14	5	- 7	21
XX:2	59	-13	- 1	28	-12	- 2	18	12	21	- 1	- 4	18	7	3	-25	26	23	-16
XIII:4	58	- 3	23	- 4	3	7	- 7	11	-18	2	23	-15	20	9	12	- 5	7	24
XV:65	56	- 7	-22	- 5	29	1	8	- 1	4	- 3	- 1	6	13	5	5	16	8	7
XV:194	52	19	-19	- 1	4	10	4	- 8	-19	10	14	18	-31	16	-26	- 2	1	28
XII:27	40	15	-11	28	-13	-18	- 3	0	-23	32	-16	2	37	7	-14	14	29	- 3
XX:21	42	48	- 8	2	-24	12	7	17	- 4	3	27	19	20	-11	-42	-12	-16	0
XX:4	6	18	6	- 8	4	3	5	4	1	11	- 5	0	0	- 5	76	4	- 2	- 7
XV:186	- 5	79	8	4	1	1	2	- 7	1	- 3	-14	- 4	- 7	5	16	- 4	16	- 2
XVII:24	33	69	31	2	13	12	-31	39	5	15	29	- 4	48	-21	28	- 6	-16	-22
XV:60	1	14	81	11	-10	8	- 6	4	- 6	0	1	2	2	5	6	- 2	- 1	- 1
XV:268	8	-12	49	-10	50	-11	0	- 1	- 2	-13	16	9	-16	29	16	- 8	15	- 1
XIII:12	25	- 3	48	- 2	5	- 1	- 6	25	-25	7	11	-10	9	-21	-30	17	17	27
XVII:41	- 2	3	0	71	9	27	0	9	- 8	-10	4	16	1	-10	1	12	31	-12
XX:46	- 2	11	13	58	10	- 6	-12	25	9	37	17	1	6	- 8	-29	6	-12	17
XXIV:4	34	3	15	52	- 9	-11	23	0	3	- 7	14	-10	21	- 3	-14	18	19	18
XXII:12	33	- 5	2	51	- 6	- 2	-16	17	5	- 5	- 1	4	50	-14	4	-15	15	8
XIV:2	36	2	5	51	3	15	1	33	3	- 2	4	10	15	- 9	- 1	- 6	14	29
XII:32	39	7	- 2	45	0	5	9	-17	-19	20	- 1	13	7	1	- 4	2	- 1	4

Table 4.3, cont.

	Factor:																	
Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
XV:89	14	5	- 9	4	80	13	0	6	3	0	-13	5	- 5	4	- 2	15	0	- 7
XV:233	13	3	1	20	45	6	41	9	-26	- 3	29	-21	0	10	21	-16	3	6
XX:49	9	2	- 9	- 4	5	- 6	86	- 7	3	-10	4	5	0	- 2	1	7	8	6
XXIV:8	13	3	24	5	3	78	5	2	14	15	11	-20	7	7	0	0	- 4	-11
XXIV:9	- 2	5	-20	17	17	72	-15	2	-32	- 7	- 5	17	9	6	9	17	14	9
XVII:49	11	12	- 1	- 1	9	- 6	-13	86	5	- 4	1	8	0	4	1	1	6	7
XVII:48	- 7	-13	15	14	- 2	10	9	75	- 8	5	- 2	4	1	6	0	- 6	13	- 1
XVII:50	12	15	-15	17	- 5	-12	6	48	- 5	- 8	33	-10	38	-24	5	10	- 4	19
XV:42	- 7	- 2	-12	- 4	0	- 3	- 1	- 2	74	2	6	- 4	- 8	9	3	- 4	- 3	- 3
XV:11	-17	35	22	10	21	1	1	8	43	-24	10	-18	14	26	0	18	17	21
XXI:3	10	- 2	- 3	1	- 7	11	-13	- 2	- 2	81	- 2	- 2	8	6	14	8	19	8
XXIV:	15	- 4	16	- 1	21	-20	20	8	- 2	40	27	-13	37	4	-34	10	2	-26
XIX:12	10	- 7	1	- 3	- 1	15	8	15	11	7	69	10	10	-12	- 6	10	15	-17
XX:19	17	- 2	5	11	- 5	- 7	8	- 8	3	- 3	61	3	7	- 8	-15	- 5	9	32
XIV:5	- 1	5	14	40	- 9	- 3	-19	- 7	- 5	- 6	50	14	- 3	22	12	25	- 2	- 7
XXIV:10	7	-11	- 1	16	- 3	- 8	2	8	-13	- 8	17	78	11	13	- 3	1	14	- 1
XXIII:3	- 5	20	16	13	26	-33	1	9	17	35	16	45	-13	1	16	-30	-12	18
XVII:15	8	32	4	0	30	22	16	12	8	13	-20	50	42	-21	3	8	- 9	- 4
XXIV:23	10	2	- 4	0	7	11	4	- 9	- 8	5	10	13	78	3	- 8	-15	- 8	12
VII:2	27	- 7	- 6	34	-25	11	-17	1	0	13	3	-17	62	-22	- 3	- 6	21	10
XVI:3	36	4	7	25	-30	13	4	28	- 7	11	22	13	47	- 1	- 5	- 4	7	19

Table 4.3, cont.

	Factor:																	
Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
XXVI:4	11	-8	15	-3	-28	1	35	10	-3	-5	-1	14	44	3	6	11	15	22
XXIII:1	3	35	0	27	7	-25	4	19	-25	7	29	5	43	18	16	10	11	-4
XXII:44	3	4	6	-12	10	9	-1	5	14	6	-11	7	-6	83	-6	-4	-6	-4
XXII:3	12	-12	-16	34	3	0	15	30	-31	22	22	-4	14	35	4	-5	4	19
XIX:1	7	-3	0	15	9	14	14	-9	-6	9	8	-5	-15	-10	3	75	-4	5
XXVI:6	27	1	-1	-15	20	-21	-31	29	16	4	14	14	2	13	2	47	18	8
XV:9	-11	9	7	15	15	6	-12	8	2	3	11	8	12	-22	3	-14	77	-7
XV:10	11	9	1	10	-8	-3	19	10	-1	12	6	-2	-4	11	-5	7	75	11
XII:1	14	-8	-3	11	-2	12	34	13	-19	17	17	16	4	8	5	28	42	-3
XXII:6	15	1	3	9	-7	-6	9	12	-2	8	0	-1	21	-2	-7	6	1	75
Loading of Q on factor:	-17	-23	-17	-23	-17	-19	-23	-20	-32	-20	-22	-16	-14	-19	-14	-22	-18	-17

* Loadings of ±.40 are underlined. Decimal points are omitted.

Table 4.4. Rotated Factor Solution of Variables Negatively Correlated with Quiescence, from Sets A and B (Varimax Rotation).*

Variable	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
VIII:31	76	-13	6	9	3	- 2	17	4	0	- 3	- 5	9	-18	12	2
VII:12	74	6	- 6	20	5	- 6	-22	-15	- 3	4	18	- 3	28	8	- 1
XV:262	51	5	7	-22	34	8	- 5	32	- 1	8	13	24	5	12	-19
XXII:44	-54	11	21	-19	29	-14	9	11	-17	-20	35	- 7	5	4	5
V:21	-11	79	10	0	- 6	17	5	- 4	-11	4	2	5	- 2	4	7
XI:25	5	62	4	-14	3	-29	13	8	4	-10	20	- 6	12	20	- 8
XIX:12	6	41	13	44	30	- 5	-17	6	2	13	- 4	- 7	8	-14	2
XXII:49	- 8	35	-21	2	14	12	5	20	32	33	-12	-24	-32	27	-11
II:27	- 3	10	86	0	-12	4	-13	4	-12	- 1	6	- 1	- 5	6	3
XXIV:8	11	22	43	4	21	-29	9	3	16	15	9	- 2	30	-26	4
XV:9	10	- 9	- 6	69	- 9	1	21	3	0	5	11	8	13	- 7	- 1
XXIV:10	- 4	- 3	0	56	31	7	-15	- 4	0	-21	11	17	-21	17	-15
IV:1	14	- 6	29	47	29	2	14	1	2	15	-26	-29	12	28	- 2
IV:10	16	12	3	46	-23	- 1	-24	-14	17	19	- 5	17	- 3	- 2	33
V:43	9	- 1	-15	6	72	14	-20	- 2	12	- 3	17	- 8	12	1	0
XI:9	-30	- 3	4	14	47	- 8	8	-12	26	41	-11	11	8	3	-25
X:18	18	2	-10	16	10	75	8	3	0	- 1	17	21	15	- 5	5
XVII:41	24	- 3	-23	43	- 3	-67	2	15	8	3	4	31	6	- 5	-10
XV:186	4	12	- 8	1	-11	- 2	73	5	- 7	3	- 2	14	8	1	1
XX:4	- 7	- 5	6	6	- 8	14	49	10	17	25	37	-20	- 5	-10	-16
I:29	26	7	17	-22	- 9	-12	-45	45	- 5	29	10	- 5	13	- 3	-11

Table 4.4, cont.

Variable	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
XV:89	- 5	5	2	1	- 2	- 7	15	82	10	-20	10	5	3	-10	10
II:9	- 5	30	1	17	5	5	-24	31	22	5	- 6	24	-18	- 1	-21
XV:60	13	24	32	- 8	0	-16	25	-40	12	- 3	15	39	- 6	-13	- 4
I:21	3	4	- 7	13	- 3	9	1	- 4	78	-16	11	5	- 5	- 4	7
XIX:1	- 1	-13	1	- 8	22	-18	- 2	17	74	11	- 7	8	8	8	- 1
XI:29	5	2	2	5	1	- 2	4	-12	-10	77	17	6	10	- 3	9
V:26	0	8	6	4	19	8	8	11	3	22	69	8	-11	- 2	- 2
XXIV:23	32	21	- 1	19	0	5	-17	- 4	- 9	-14	47	-28	15	20	-16
VIII:18	-20	-18	31	18	-28	14	-13	-10	18	- 1	37	- 5	28	18	6
III:27	8	- 1	- 5	12	- 5	8	6	3	10	6	- 5	74	16	1	-11
XVII:49	- 1	- 9	7	19	21	3	18	24	-34	- 1	7	37	-13	28	18
XXI:3	1	4	- 1	5	10	8	5	6	1	10	- 7	11	81	10	- 5
XXII:6	23	18	6	- 5	4	0	- 1	- 9	3	- 7	1	- 2	15	77	- 6
XI:6	-45	- 7	-23	22	-10	-14	-13	3	0	26	17	21	-17	46	0
XV:42	- 7	- 3	3	0	- 4	9	- 1	6	3	2	- 8	- 8	- 1	- 6	82
V:47	4	26	5	-10	35	-14	3	0	1	9	30	- 1	-19	27	38
Loading of Q on factor:	-08	**	-22	-27	-26	-01	-17	-24	-25	-21	-38	-33	**	**	-25

* Loadings of ±.40 are underlined. Decimal points are omitted.

** Indeterminate.

Multiple regression analysis

We selected 16 variables of the 116 with significant correlations to quiescence. Most of them were deemed to have some functional relationship with quiescence. Some were picked to represent a set of conditions, because they were most highly loaded on a factor related to quiescence.[6]

The correlation matrix on which this analysis is based is reported in Table A.12 of Appendix A. Data were used only for those districts where a measure of quiescence was obtained.

As in the previous chapter, we have included size of district in our analysis, to the extent of showing the correlation of each selected variable to size of district. Although size of district was found not to be significantly correlated to quiescence, it has more relationship to quiescence than to the other criterion variables. And it is clear from the earlier analyses of this chapter that some of the more important determinants of quiescence are unique to larger districts.

Table 4.5 gives the partial correlation of each of the 16 variables with quiescence, along with the original correlation for comparison and the correlation with size of district.

These ten variables emerge as the most important factors of the 16 in accounting for the level of quiescence:[7]

XXII:21 Covert action by board on major decisions (093)+

V:21 Negotiation by professional organization: profession, policies, training (050)-

XIX:1 Informal advice on school policy by business leaders (049)-

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[6] Since we have the loading of the criterion variable on most of the factors, we have sometimes omitted a variable representing a factor on which the criterion shows little relationship. The loading of the criterion was obtained after the factor structure was established, by adding the criterion and redoing the factor analysis. In only a few cases did this procedure alter the original results.

[7] The number in parentheses gives the variance accounted for by the variable when only these ten are used in a regression analysis. Decimal points are omitted. The sign following the parentheses shows the nature of the relationship with quiescence, positive or negative.

Table 4.5. Partial Correlation Coefficients of 16 Selected Variables with Quiescence.*

Variable	Correlation w/ size	Zero-order Correlation w/ quiescence	Partial correlation w/ quiescence
III:27	.03	-.22	-.08
IV:3	-.03	.20	.12
V:21	-.05	-.20	-.17
V:26	.04	-.24	-.12
V:43	.20	-.22	-.11
XV:9	.24	-.20	-.15
XV:42	-.09	-.16	-.23
XV:47	-.20	.27	.14
XV:95	.02	.30	.12
XV:186	-.13	-.19	-.14
XV:201	-.07	.17	.09
XIX:1	-.06	-.24	-.18
XXI:3	.27	-.20	-.13
XXII:6	.26	-.18	-.13
XXII:21	-.13	.23	.30
XXIV:18	-.07	.23	.14

* The zero-order correlation of each variable is given for comparison. The correlation with district size is given to locate the condition.

XV:47 1960 percent employed in agriculture, forestry, fishing (048)+

XV:42 Ratio of 1960 ratio of district to state imbalance toward high income to 1950 ratio (040)-

XXIV:8 Presenting both sides of issues as purpose of mass media (032)+

XV:9 Extent of neighborhood factions (028)-

XXII:6 No. of board members with teaching experience (026)-

XXI:3 No. of school conflicts with civic institutions (025)-

XV:186 Ratio of 1950-60 district to state percent population increase ratio to 1940-50 district to state ratio (014)-

Of the six variables selected with positive relationships, only three hold up. The most important is covert action by the board (XXII:21), which is not significantly related to size of district. However, it would seem that covert action is probably contingent -- in part at least -- on other conditions. That XV:47 makes a difference can be located in smaller districts, but the previous analysis suggests that a demand for education among the upwardly mobile also contributes to the effectiveness of this condition. The mass media are also important sources of quiescence through attempts to present issues fairly (XXIV:18).

Of the seven negative factors, three represent sets of conditions, and are not considered to be directly responsible for conflict. These are:

Variable V:21 (Negotiation by professional organization: profession, policies, training) represents a set of difficulties that includes constraints on the school's election procedures and opposition to school policy by civic officials.

Variable XIX:1 (Informal advice on school policy by business leaders) represents those conditions which evoke communication with the power structure, particularly national criticisms heard locally.

Variable XV:186 (Ratio of 1950-60 district to state percent population increase ratio to 1940-50 district to state ratio) represents a set of conditions, due to recent growth, in which the board seems to have taken the initiative in trying to control conflict.

The other four variables have clear cut relationships to conflict: communities in the district with varying economic capabilities (XV:42), neighborhood factions (XV:9), no. of board members with teaching experience (XXII:6), and no. of school conflicts with civic institutions (XXI:3).

District size is significantly related to three of the negative factors: XV:9 (Extent of neighborhood factions), XXI:3 (No. of school conflicts with civic institutions), and XXII:6 (No. of board members with teaching experience).

Two of the top ten factors account for the contributions of the other six variables. An analysis of the correlation matrix shows that XV:47 and XXIV:18 are correlated to one or another of them.

Variable XV:47 (1960 percent employed in agriculture, forestry, fishing) has positive relationships with XV:95 (1960 reciprocal of percent living in different house than previous year, within U.S.) and with XV:201 (Ratio of 1960 percent of total population with college education to 1950 percent). It has negative relationships with V:26 (Individual teacher participation in district elections) and with V:43 (No. of group contributions by teachers to community).

The less urban districts are thus seen to have a more stable population (XV:95) and to again show signs of demand for education (XV:201). Both V:26 and V:43 seem to be reactions to conflict, and to the extent that they represent sets of conditions, those conditions may also be reactions.

Variable XXIV:18 (Presenting both sides of issues as purpose of mass media) has a positive correlation with IV:3 (Scope of transportation services) and a negative correlation with III:27 (No. of current NDEA experimental programs). IV:3 was related to student performance, for which we had insufficient cases, but accomplished nothing here. The relationship with XXIV:18 is probably artifactual. III:27 represents a set of conditions relative to curriculum criticism, which would not seem to be functionally related to XXIV:18.

The procedure by which we selected variables most highly loaded on second stage factors to represent sets of conditions has led to some vague results in the multiple regression analysis. Only four of the negative variables seem to have clear relationships to quiescence -- that is, to the lack of it.

Chapter V

Acquiescence

There are three ways in which a school district can find financial support for its program: through understanding, through demand for educational services, and through political control or manipulation. In addition, a factor of economic capability may decide whether the district wins enough support.

Each of the three ways is likely to be evident in multiple relationships with criterion variables.

A variable which contributes to acquiescence through understanding must necessarily be related to understanding also. Thus variables relative to communication may be expected to relate to both criteria -- if they represent significant communication success.

A variable which brings about acquiescence through sheer demand for educational services is not likely to arouse conflict, so we can expect some successful conditions to be positively related to quiescence as well as positively related to acquiescence.

A variable which contributes to acquiescence through political manipulation will often do so because of selective voter turnout, with such a condition therefore negatively related to participation and positively to acquiescence.

The opposites of these all hold. We should see variables that represent unsuccessful conditions which are negatively related to both understanding and acquiescence, to both quiescence and acquiescence, and positively related to participation but negatively to acquiescence.

Because acquiescence is significantly correlated with each of the other criterion variables, multiple criterion correlations are frequent for variables associated with acquiescence.

We found 70 variables with significant correlations involving acquiescence, 36 with positive relationships and 34 with negative relationships. Tables 5.1 and 5.2 report the rotated factor analysis solutions of these two groups, with size of district added. (The unrotated solutions are in Appendix A -- Tables A.7 and A.8.)

The 20 variables selected for multiple regression analysis are indicated by an underline of their identification numbers.

* * *

I:6 No. of years superintendent taught in district. (r = .21; n = 154).

Experience in the district as a teacher seems to give the superintendent better control. This variable heads Factor 9, accompanied by I:24 (Superintendent's social contact with power structure) and VII:9 (District dependence on federal aid) -- both of which are negatively associated with participation, although I:6 is not.

I:16 Superintendent's personal goal: administration outside education. (r = .25; n = 150).

This variable heads Factor 10, accompanied by XVII:18 (Lack of organized opposition in last election). The implied willingness to put his job on the block may be an effective position for the superintendent -- as long as there are no organized critics to contend with.

I:22 Agreement with power structure. (r = .36; n = 147).

I:55 Administrator-teacher relations: staff morale -- S. (r = .34; n = 154).

These two variables, both associated negatively with participation, head Factor 13. I:22 is also positively associated with understanding. I:55 seems to be dependent on the superintendent's control of the situation, while I:22 seems to be responsible for his control -- in part, at least.

In the factor analysis of Chapter III (Table 3.1), I:22 appears on Factor 1 with I:53 (Superintendent as a school leader -- T) and on Factor 7 with I:4 (No. of years experience as a superintendent). In the factor analysis of Chapter VI (Table 6.2), I:22 and I:55 both appear on Factor 10 with XV:192 (Ratio of 1950-60 annexed area to 1950 area).

I:24 Superintendent's social contact with power structure. (r = .22; n = 150).

This variable is more highly correlated with participation, and is discussed in Chapter VI.

I:31 Superintendent reaction to proposed change. (r = .26; n = 153).

This variable is more highly correlated with understanding, and is discussed in Chapter III.

I:47 Superintendent-board understanding. (r = .27; n = 125).

This variable appears on Factor 2 with XXII:51 (Understanding among board members) and I:31 (Superintendent reaction to proposed change). I:47 is also positively related to quiescence, while XXII:51 is not.

In the factor analysis of Chapter IV (Table 4.1), I:47 appears on Factor 5 with VIII:22 (Teacher dismissal: immediate firing -- S). I:47 may be a necessary condition for VIII:22 to be a viable policy.

Although I:47 is clearly an important variable itself, we have followed the procedure of taking only one variable from a given factor; so it is represented by XXII:51 in the multiple regression analysis.

I:49 Superintendent's educational goal: prepare children for citizenship. (r = -.25; n = 150).

With regard to acquiescence, this seems to be a reaction to lack of acquiescence in the past as well as the present. More responsible citizens may be seen as the solution to support problems. The variable appears on Factor 10 with XIX:9 (Opposition to school policy by business leaders).

II:1 Invitational social clubs for students. (r = -.46; n = 46).

This variable heads Factor 12, accompanied by VIII:2 (Teacher salary range, grades 7-8) and XIII:16 (Extent of parent group participation in financial election campaign). An important socioeconomic condition seems to be evident here, but none of the three variables is based on sufficient data for the factor to be represented in the regression analysis.

II:34 Percent of students in honor society. (r = .41; n = 66).

Although potentially important as an antecedent condition for acquiescence -- support being contingent on performance when the demand is for quality -- we do not have enough cases to continue it in our analysis. Its companions on Factor 4 tell us something about the kinds of districts involved: XXV:9 (Percent district operating income from state aid), XV:131 (1960 mean-median age discrepancy, XV:195 (1960 percent of population attending school), and XV:35 (1960 heterogeneity of income).

IV:7 School relations with welfare organizations: coordination. (r = .22; n = 151).

This variable appears on Factor 3 with XII:30 (No. of informational publications for staff) and size of district. The latter locates the condition, and XII:30 seems a better indicator of the means by which acquiescence is achieved -- IV:7 being seen as a concomitant of XII:30 to some extent. That is, an administration that would have XII:30 is likely to have IV:7.

V:36 Individual teacher campaign participation: public discussions. (r = .30; n = 89).

This is an important condition because it is the only variable that is positively related to both acquiescence and participation. It seems to be the one means schools have successfully used to achieve benefits from added participation. Less participation is more characteristic of their successful attempts.

The variable appears by itself on Factor 11. In the factor analysis of Chapter VI (Table 6.1), it appears on Factor 1 with a number of other measures of individual teacher participation in campaigns. So it would seem that the success is fortuitous -- this one aspect proving helpful from the various means tried.

Although an important variable, there are not enough cases for inclusion in the regression analysis.

V:52 *Percent of grades 7-8 teachers with any degree*. (r = -.25; n = 103).

Why this variable should be negatively related to acquiescence -- or related at all -- is not clear. The factor analysis does not help us. It heads Factor 7, accompanied -- negatively -- by XVII:41 (Organized opposition use of letters to newspapers). There is also a problem with the low number of cases reporting.

VII:9 *District dependence on federal aid*. (r = .27; n = 103).

This variable appears on Factor 9 with I:6 (No. of years superintendent taught in district) and on Factor 7 with XXII:24 (Years needed to change board majority). It is also negatively related to participation. In the factor analysis of Chapter VI (Table 6.2), it heads Factor 9, accompanied by a measure of holding power of the community on its youth (XV:114), a measure of recent annexations (XV:192), and a measure of increased stability from 1950-60 (XV:89).

It may be artifactually related to acquiescence, given these evidences of stability. An alternative possibility is that less local support is needed in these districts.

VIII:2 *Teacher salary*: *ratio of highest to lowest*, *grades 7-8*. (r = -.35; n = 106).

This variable is more highly correlated with quiescence, and is discussed in Chapter IV.

VIII:16 *Teacher hiring*: *no. of people involved*. (r = -.20; n = 152).

This is probably an unsuccessful reaction to difficulty. The relationship with quiescence is nearly significant -- and negative. It appears on Factor 6 with two aspects of organized opposition: XVII:37 (Organized opposition use of last minute attacks) and XVII:41 (Organized opposition use of letters to newspapers).

VIII:22 *Teacher dismissal*: *immediate firing* -- *S*. (r = .21; n = 149).

This variable appears on Factor 13 with I:22 (Agreement with power structure) and I:55 (Administrator-teacher relations: staff morale -- S). It also has a significant positive relationship with quiescence. In the factor analysis of Chapter IV (Table 4.1), it appears on Factor 5 with I:47 (Superintendent-board understanding). It seems to indicate districts in which the superintendent is firmly in control of the situation, and its relationship to acquiescence is probably artifactual to other variables more determinative of that control.

VIII:27 *Evaluation shown to teacher*. (r = -.28; n = 148).

This variable also has a negative relationship to quiescence, and seems to be a reaction to difficulty. It may, however, be an artifact of troubled conditions. It appears on Factor 1 with XXII:16 (Board educational goal: prepare children for citizenship), which is itself a reaction to trouble. In the factor analysis of Chapter IV (Table 4.2), it appears on Factor 13 with VIII:18 (Teacher dismissal: build case for not renewing contract -- T), which also seems a reaction to difficulty. Control is not firm enough to fire the teacher directly.

X:12 *Budget reviewing agency: no. of other functions*. (r = -.63; n = 39).

This variable is more highly correlated with participation, and is discussed in Chapter VI.

XI:2 *Salary increases emphasized in campaign -- S*. (r = -.25; n = 111).

XI:24 *Extent of emphasis on needs in campaign -- S*. (r = -.26; n = 119).

XI:29 *Extent of emphasis on needs in campaign -- P*. (r = -.24; n = 112).

These three variables all appear on Factor 8, accompanied by XVII:14 (Individual opposition use of public meetings) and XIX:9 (Opposition to school policy by business leaders). XI:24 and XI:29 in particular seem to be responses to difficulty. Both are negatively related to quiescence. Neither is very effective, given the negative correlations with acquiescence. And XI:24 is also negatively correlated with understanding.

In the factor analysis of Chapter IV (Table 4.2), both XI:24 and XI:29 appear on Factor 11. XI:24 also appears on Factor 6 with X:18 (No. of estimates on nonbid items).

In the factor analysis of Chapter III (Table 3.2), XI:24 appears on Factor 8 with XV:9 (Extent of neighborhood factions) and XV:10 (No. of specific rivalries among neighborhood factions).

Variable XI:2 is more highly related to participation, and is further discussed in Chapter VI.

XI:6 Disagreement among school representatives in campaign. (r = -.34; n = 119).

XI:9 Use of telephones to increase voter registration. (r = -.24; n = 120).

XI:12 Use of letters and postcards to get out parent vote. (r = -.22; n = 119).

These three variables appear on Factor 11 with XXII:53 (No. of situations where board disagrees) and XV:10 (No. of specific rivalries among neighborhood factions). Thus XI:6 seems to be part of a pattern of difficulty, and XI:9 and XI:12 responses to the difficulty. Neither is successful. XI:9 is more highly correlated to quiescence, and is discussed in Chapter IV. XI:12 is most highly correlated to participation -- it is correlated to quiescence as well, and is discussed in Chapter VI.

In the factor analysis of Chapter III (Table 3.2), XI:6 appears on Factor 7 with XIX:7 (Large taxpayers as absentee landlords). The criterion, understanding, has a small loading on this factor (-.03).

In the factor analysis of Chapter IV (Table 4.2), XI:6 appears on Factor 17 with V9 (Staff running for political office).

In the factor analysis of Chapter VI (Table 6.1), XI:6 appears on Factor 2 with XX:9 (Opposition to school policy by agricultural groups) and on Factor 9 -- negatively -- with size of district and XVII:50 (No. of organized critic groups -- BP).

Thus it seems that XI:6 is really part of the problem, not just a reaction to it -- given the negative correlation with XVII:50. It is not used in the regression analysis because XXII:53 seems to subsume its relationship to acquiescence.

XI:30 Duration of tax levy extension. (r = -.39; n = 67).

This variable, which is also negatively related to quiescence, appears on Factor 5 with XV:59 (1960 percent employed in manufacturing). In the factor analysis of Chapter IV (Table 4.2), it appears on Factor 3 with III:27 (No. of current NDEA experimental programs). XI:30 seems to get at a real difficulty with respect to obtaining acquiescence, but we have too few cases to include it in the regression analysis. Variables XV:59 and III:27 serve to locate the difficulty.

XII:30 No. of informational publications for staff. (r = .30; n = 69).

This variable heads Factor 3, accompanied by size of district -- which probably necessitates such publications. The relationship with acquiescence may be part of a general condition of control by the administration. (See discussion of IV:7). The small number of cases prohibits its use in the regression analysis.

XIII:2 Activities undertaken by parent groups. (r = .22; n = 148).

The relationship of this variable to acquiescence is evidently artifactual. It appears on Factor 8 negatively related to XVI:8 (Media attendance permitted at board meetings). It is probably consequent to administrative control of the parent groups.

XIII:16 Extent of parent group participation in financial election campaign. (r = -.29; n = 85).

This variable appears on Factor 9 with X:12 (Budget review agency: no. of other functions) and XI:12 (Use of letters and postcards to get out parent vote), and on Factor 12 with II:1 (Invitational social clubs for students) and VIII:2 (Range of teacher salaries, grades 7-8). The latter two locate the districts where parent group participation occurs. The first two suggest that it is part of a general level of high participation -- since both X:12 and XI:12 are significantly correlated, positively, to participation. Because selective turnout does not occur, the effect of parent group participation is negative on acquiescence. There are too few cases for inclusion of this variable in the regression analysis.

XIV:9 No fees for community use of school facilities. (r = .23; n = 123).

This variable appears on Factor 10 with I:16 (Superintendent's goal: administration outside education) and XVII:18 (Lack of organized opposition in last election). It does not seem likely that the latter is the result of XIV:9, so we infer that XIV:9 has an artifactual relationship to acquiescence.

XV:11 No. of communities within district. (r = -.31; n = 144).

This variable is more highly correlated with quiescence, and is discussed in Chapter IV. We have included it in the regression analysis for acquiescence because it seems quite likely that it is an antecedent condition of some importance, leading to both conflict and lack of acquiescence.

XV:10 No. of specific rivalries among neighborhood factions. (r = -.22; n = 152).

This variable is most highly correlated with quiescence, and is discussed in Chapter IV.

XV:35 1960 heterogeneity of income. (r = .27; n = 180).

XV:47 Percent employed in agriculture, forestry, and fishing, 1960. (r = .20; n = 179).

XV:68 Ratio of 1950 percent employed in services to 1940 percent. (r = .20; n = 180).

XV:104 1960 percent farm laborers and foremen. (r = .22; n = 176).

XV:190 Ratio of 1950 percent employed in construction to 1940 percent. (r = .23; n = 180).

XV:261 Ratio of 1950 percent employed in sales, clerical, and kindred to 1940 percent. (r = .22; n = 180).

These six variables all appear on Factor 1. The two related to agriculture are both positively related to quiescence as well (XV:47 and XV:104). XV:47 is further discussed in Chapter IV because of its higher correlation with quiescence.

These variables seem to indicate demand for educational services, indexed primarily through the 1940-50 gain in construction (XV:190). Two variables suggest changes toward a population that is upwardly mobile (XV:68 and XV:261).

XV:44 Ratio of district mean-median income discrepancy to state mean-median discrepancy, 1960. (r = .20; n = 180).

This variable is more highly correlated with understanding, and is discussed in Chapter III.

XV:46 Ratio of 1960 ratio of district to state mean-median income discrepancy to 1950 ratio. (r = .22; n = 180).

XV:74 Ratio of 1950 percent employed in professions and administration to 1940 percent. (r = .19; n = 180).

XV:192 Ratio of annexed area in the decade 1950-60 to area in 1950. (r = .26; n = 174).

These three variables comprise Factor 5. They seem to indicate another set of demands for educational services, probably more concerned with quality. Ability to pay is not a problem. The concern with quality may be responsible for a negative correlation between XV:46 and understanding. Variable XV:192 is also negatively related to participation. In the factor analysis of Chapter VI (Table 6.2), it appears on Factor 9 with several measures indicative of stability (VII:9, XV:114, and XV:89) and on Factor 10 with two variables indicative of administration control: I:22 (Agreement with power structure) and I:55 (Administrator-teacher relations: staff morale -- S).

Variable XV:74 was selected to represent this set in the regression analysis. It seems to tap demand most clearly of the three.

XV:59 Percent employed in manufacturing, 1960. (r = -.26; n = 180).

This variable appears on Factor 5 with XI:30 (Duration of tax levy extension). It seems to indicate a lack of demand for educational services, together with some perceived burden of taxes.

XV:125 1960 median age. (r = -.22; n = 180).

XV:148 Ratio of 1950 ratio of district to state percent age 21 or over to 1940 ratio. (r = -.23; n = 180).

These two variables comprise Factor 13, and it looks as if XV:148 contributes to XV:125. Districts with older citizens are generally considered to be less supportive of schools.

XV:125 is also positively related to participation. In the factor analysis of Chapter VI (Table 6.1), it appears on Factor 9 with size of district, which seems to locate the problem of older citizens.

XV:131 *1960 mean-median age discrepancy*. (r = .20; n = 176).

XV:195 *1960 percent of population attending school*. (r = .19; n = 180).

These two variables appear on Factor 4 with XXV:9 (Percent of district operating income from state aid). XV:195 accounts for the relationship of XV:131, because more children in school increases the discrepancy between the mean and the median ages. XV:195 is an obvious kind of demand. The state aid is undoubtedly an artifact of XV:195.

XV:269 *1960 ratio of resident workers to workers in area*. (r = .21; n = 177).

This variable heads Factor 6, accompanied by two aspects of demand: XV:195 (1960 percent of population attending school) and XV:261 (Ratio of 1950 percent employed in sales, clerical, and kindred to 1940 percent). It may be artifactual in part, therefore. However, the implied aspect of stability seems worth following up in the regression analysis.

XVI:8 *Board meetings*: *media attendance permitted*. (r = .22; n = 132).

This variable appears on Factor 8, negatively related to XIII:2 (Activities undertaken by parent groups). The tie with acquiescence is not clear; an artifact seems probable, given that the criterion of acquiescence loads only .01 on this factor.

XVII:8 *Individual criticism of expenditures* -- *0*. (r = -.28; n = 146).

XVII:9 *Individual criticism of tax level* -- *0*. (r = -.41; n = 144).

XVII:11 *Individual criticism of board* -- *0*. (r = -.29; n = 144).

XVII:49 *Extent of individual criticism of schools* -- *BP*. (r = -.26; n = 153).

These four variables comprise Factor 2. All four also have negative relationships with understanding. Only XVII:9 has a higher correlation with acquiescence than with understanding. It seems to tap taxpayer resistance, while the others focus on the schools' conduct -- with divisive effect.

Variables XVII:8 and XVII:11 are further discussed in Chapter III. Variable XVII:49 has its highest correlation with understanding, and is also discussed in Chapter III.

XVII:14 Individual opposition use of public meetings. (r = -.27; n = 86).

This variable appears on Factor 8 with three measures of the schools' campaign effort (XI:2, XI:24, and XI:29). It is apparently a countermove by opponents, with some effect. There are two few cases for including it in the regression analysis.

XVII:18 Lack of organized opposition in last financial election. (r = .28; n = 116).

This variable appears on Factor 10 with I:16 (Superintendent's goal: administration outside education). We suspect that XVII:18 allows I:16 to work -- that is, to have a positive relationship with acquiescence. If so, I:16 should drop out as an important variable in the regression analysis when aspects of opposition are introduced.

XVII:33 Conservative elements: religious. (r = .30; n = 150).

This variable appears on Factor 3, where it is negatively related to size of district. As such, it may be artifactually related to acquiescence through some concomitants of smaller districts. We have included it in the regression analysis to find out.

XVII:35 No. of organized critic groups -- S. (r = -.26; n = 152).

This variable appears on Factor 3 with size of district. It seems that it has an artifactual relationship, in part, because the criterion is loaded only -.04 on this factor. The activities, rather than the number, of critic groups seem more dangerous.

It is also negatively related to understanding. In the factor analysis of Chapter III (Table 3.2), it appears again with size of district on Factor 1 and with XXIV:24 (Mass media in "watchdog" role) on Factor 15.

XVII:37 *Organized opposition use of last minute attacks.* (r = -.44; n = 63).

This tactic thwarts understanding, as reflected in the negative relationship with understanding. It also seems to be effective. Although an important variable, we have not included it in the regression analysis because of the few cases available.

Variable XVII:37 heads Factor 6, accompanied by VIII:16 (Teacher hiring: no. of people involved) and XVII:41 (Organized opposition use of letters to newspapers). In the factor analysis of Chapter III (Table 3.2), it heads Factor 2, again accompanied by XVII:41, and also by XX:10 (Action on school issues by policical parties).

XVII:41 *Organized opposition use of letters to newspapers.* (r = -.44; n = 63).

This variable is also negatively related to understanding and quiescence. As a tactic by the opposition, its effect on acquiescence seems to go beyond that accounted for by its appearance on Factor 6 with XVII:37. It also appears on Factor 1 with XXII:16 (Board educational goal: prepare children for citizenship), a factor on which acquiescence has a loading of -.25. There are too few cases for its inclusion in the regression analysis.

In the factor analysis of Chapter III (Table 3.2), it appears again with XVII:37 on Factor 2, and also on Factor 15 with XXIV:24 (Mass media in "watchdog" role). In the factor analyses on Chapter IV (Tables 4.3 and 4.4), it heads Factor B4, accompanied by two measures of board activity (XIV:2 and XXII:12); it appears on Factor C4 with XV:9 (Extent of neighborhood factions) and on C6 -- negatively -- with X:18 (No. of estimates on nonbid items).

To some extent, it seems to represent a reaction to conflict by school opponents with results that only make matters worse. The absence of constraints on relevance in communication does not allow understanding nor produce acquiescence.

XVII:48 *Individual criticism of tax level -- BP.* (r = -.44; n = 150).

This variable, another view of the condition assessed by

XVII:9, was inadvertently omitted from the factor analysis of acquiescence correlates. We have the results of the Chapter III and IV factor analyses available, however.

In the factor analysis of Chapter III (Table 3.2), it appears on Factor 4 with two other board president assessments of individual criticisms (XVII:46 and XVII:49).

In the factor analysis of Chapter IV (Table 4.3), it also appears with two board president assessments of critics on Factor 8 (XVII:49 and XVII:50).

XIX:9 *Opposition to school policy by business leaders*. (r = -.23; n = 152).

This variable appears on Factor 8 with various campaign emphases (XI:2, XI:24, and XI:29) which seem to be reactions to XIX:9, on Factor 9 with two aspects of parent participation (XI:12 and XIII:16) which are also possible reactions to XIX:9, and on Factor 10 with I:49 (Superintendent's educational goal: prepare children for citizenship) which also seems likely to be a reaction to trouble. In short, XIX:9 looks like trouble for the schools.

XX:12 *Percent of Democrats in district*. (r = .35; n = 126).

This variable appears on Factor 3 with size of district and with two variables which we have inferred to show superintendent control: IV:7 (School relations with welfare organizations: coordination) and XII:30 (No. of informational publications for staff). However, it seems likely that none of these would account for high relationship of XX:12 with acquiescence. We have included it in the regression analysis to obtain further information on its relationship.

XXII:3 *Average educational level of board members.* (r = -.25; n = 154).

XXII:12 *Average time devoted to board business by board members*. (r = -.21; n = 153).

These two variables appear on Factor 3 with size of district. Both are also negatively related to quiescence. In the factor analysis of Chapter IV (Table 4.3), XXII:3 appears on Factor 14 with XXII:44 (Board member selection method: election), while

XXII:12 appears on Factor 4 with another measure of board activity (XIV:2).

Variable XXII:12 is most highly correlated with understanding, and is discussed in Chapter III as an unsuccessful reaction to conflict.

Variable XXII:3 probably has an artifactual relationship with acquiescence.

XXII:10 Board policy on teacher grievance. (R = .29; n = 152).

This variable appears on Factor 7 with XXII:24 (Years needed to change board majority) -- which suggests that stable districts are more likely to allow teachers access to the board with grievances. It also suggests that XXII:10 is artifactually related to acquiescence. XXII:10 also appears on Factor 12 in a negative relationship with XXII:48 (Area represented by board members: ward).

XXII:16 Board educational goal: prepare children for citizenship. (r = -.32; n = 144).

This variable heads Factor 1, accompanied by two other variables which seem to be reactions to conflict: VIII:27 (Evaluation shown to teacher) and XVII:41 (Organized opposition use of letters to newspapers).

XXII:16 is also negatively related to understanding. In the factor analysis of Chapter III (Table 3.2), it is negatively related on Factor 14 to a measure of stability (XV:246); it also appears on Factor 15 with XXIV:24 (Mass media in "watchdog" role) and two measures of organized opposition (XVII:35 and XVII:41).

XXII:16 is probably a reaction to difficulty -- like I:49 (Superintendent's educational goal: prepare children for citizenship). But we have inserted it in the regression analysis to see if it survives in the presence of a measure of divisiveness (e.g., XV:11).

XXII:24 Years needed to change board majority. (r = .23; n = 137).

As a measure of stability, this variable seems to indicate an opportunity for school leadership to exercise some control. It heads Factor 7, accompanied by two variables that seem concomitant with stability: VII:9 (District dependence on federal aid) and XXII:10 (Board policy on teacher grievance).

XXII:48 Area represented by board members: ward. (r = .30; n = 109).

The implication of closer contact with the public through ward representation seems promising for achieving support through understanding. We have not included this variable in the regression analysis because of the relatively low number of cases.

XXII:51 Understanding among board members. (r = .39; n = 136).

The usefulness of this condition in securing acquiescence seems clear. It heads Factor 2, accompanied by I:47 (Superintendent-board understanding) and I:31 (Superintendent reaction to proposed change).

XXII:53 No. of situations where board disagrees. (r = -.29; n = 139).

This variable is negatively correlated to understanding -- the latter being a helpful, but not a sufficient, condition for agreement. Its effect on acquiescence can be seen in its correlate on Factor 11: XI:6 (Disagreement among school representatives in campaign). That it is also reaction to difficulty in part can be seen from its relationships on Factor 11 with XV:10 (No. of specific rivalries among neighborhood factions) and with two measures aimed at increasing votes (XI:9 and XI:12).

In the factor analysis of Chapter III (Table 3.2), it heads Factor 13, accompanied only slightly by XIX:8 (Opposition to school policy by large taxpayers).

XXIV:11 No. of reporters regularly assigned to cover school news. (r = -.21; n = 150).

This variable appears on Factor 3 with size of district -- which might be expected -- and with three variables that are negatively related to quiescence (VIII:2, XXII:3, and XXII:12). It may have some importance beyond these artifactual and responsive aspects, as an indicator of relevance not being maintained by the media.

XXV:9 Percent of district operating income from state aid. (r = .29; n = 118).

It may well be that districts that need less support locally -- because they have more from the state -- are more likely to obtain what they ask for. But since this variable appears on Factor 4 with XV:195 (1960 percent of population in school), we regard the latter as responsible for both XXV:9 and its relationship to acquiescence.

XXV:9 is also negatively correlated with participation. In the factor analysis of Chapter VI (Table 6.2), it heads Factor 2, accompanied by another measure of pupil enrollment: VII:10 (Ratio of 1950 pupil enrollment to 1940 pupil enrollment). Also on this factor are two variables which suggest lower socioeconomic districts: XV:181 (1960 percent born in Latin America) and -- negatively -- XV:206 (Ratio of district to state percent of population with high school education, 1960). This seems to amplify the basis for state aid.

* * *

Table 5.1. Rotated Factor Solution of Variables Positively Correlated with Acquiescence (Varimax Solution).*

Variable	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13
XV:47	79	9	-21	10	-14	- 7	8	4	- 6	4	0	3	0
XV:104	74	- 5	-12	38	- 1	- 6	13	- 1	-12	3	11	4	10
XV:190	68	11	- 7	- 3	- 1	7	-24	-15	32	6	2	- 5	- 1
XV:68	64	1	8	22	2	27	- 4	-13	2	1	-11	-10	- 5
XV:261	64	-20	0	14	31	42	7	-19	7	2	-17	-12	2
XV:35	53	2	7	50	12	-24	15	17	9	- 4	21	14	2
XXII:51	0	87	9	- 9	6	11	5	-12	- 2	3	- 4	7	2
I:47	- 2	85	0	-10	8	2	2	- 6	- 4	- 2	16	- 5	11
I:31	9	69	5	17	8	- 8	- 7	24	8	2	- 2	6	3
XII:30	-12	11	86	5	- 8	- 7	10	5	5	9	5	- 1	-18
VII:12	- 9	4	75	-25	- 2	-11	1	16	- 7	0	10	11	- 6
XX:12	35	14	41	15	32	- 8	4	10	34	- 3	-23	28	7
IV:7	-26	4	35	6	10	- 1	-20	-19	3	31	22	-23	34
XVII:33	-10	12	-44	11	-38	4	16	8	30	29	13	33	-23
XXV:9	25	- 3	2	79	1	- 3	4	7	14	17	-15	10	9
XV:131	27	- 3	- 7	76	- 2	15	- 2	- 6	8	- 8	9	- 1	0
XV:195	21	- 4	-21	67	- 1	42	5	-13	0	- 8	- 8	-13	10
II:34	- 4	12	- 1	52	32	-17	- 2	1	-28	27	22	39	5
XV:74	12	9	1	18	69	7	27	- 3	-12	5	3	26	- 5
XV:46	1	18	- 6	- 6	63	10	-19	22	10	14	1	-17	1

Table 5.1, cont.

Variable	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13
XV:192	-22	5	- 5	- 8	60	9	21	- 6	38	- 6	6	13	14
XV:269	6	8	-15	11	13	80	0	3	- 3	- 2	3	8	- 1
XXII:24	3	0	6	5	9	0	82	7	- 2	1	5	- 4	1
XIII:2	-18	13	4	16	28	-13	- 6	65	17	7	-11	- 9	9
XVI:8	12	15	-27	24	13	-17	-20	-60	17	13	- 2	2	3
I:6	18	0	1	10	10	-14	-11	9	81	0	12	- 9	4
VII:9	-19	- 5	- 3	3	8	20	36	-25	47	10	-16	3	11
I:24	9	2	- 2	29	-23	32	2	4	41	26	7	- 5	35
I:16	30	- 6	20	- 7	3	16	15	9	7	69	7	16	0
XVII:18	-24	7	-16	14	13	-26	-21	-20	0	61	-24	- 2	3
XIV:9	35	22	- 5	27	4	-14	14	2	5	35	-28	-13	3
V:36	- 2	10	9	2	3	- 1	5	- 5	7	- 4	87	3	- 4
XXII:48	1	10	5	4	7	3	0	- 8	- 3	6	5	76	12
XXII:10	26	28	- 5	4	- 1	- 9	38	- 6	5	6	9	-49	21
I:22	-18	5	- 6	14	2	-13	11	- 4	10	-10	0	4	73
I:55	18	11	- 5	3	1	12	- 7	4	4	4	-13	12	69
VIII:22	10	0	-32	-14	13	4	8	21	-10	25	20	-23	50
Loading of A on factor:	19	35	14	19	13	18	28	01	26	39	30	25	36

* Loadings of ±.40 are underlined. Decimal points are omitted.

Table 5.2. Rotated Factor Solution of Variables Negatively Correlated with Acquiescence (Varimax Solution).*

Variable	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13
XX:16	74	8	2	-4	11	1	0	1	14	9	2	-3	9
VIII:27	39	23	16	-21	10	0	32	19	6	-6	-13	35	6
XVII:41	43	17	31	26	5	45	-39	-8	-21	2	16	15	5
XVII:37	11	23	-19	29	-19	74	19	3	21	19	12	-3	17
VIII:16	-4	-5	30	-20	7	69	3	3	-11	-7	10	19	-3
XVII:8	18	83	9	11	-7	8	18	8	6	1	-6	-1	1
XVII:9	0	73	10	-3	-14	5	9	1	9	2	15	16	-4
XVII:11	8	65	1	10	30	0	-2	13	-24	11	-15	-2	2
XVII:49	-19	50	11	11	1	-4	-7	-7	24	-21	38	9	3
VII:12	6	-3	89	3	5	-3	-5	10	-5	-3	-10	0	2
XXII:12	-6	13	80	5	5	31	-6	12	-2	-1	-2	4	8
XXIV:11	20	19	54	-12	-4	-9	28	0	29	-8	14	12	-4
XVII:35	23	19	46	18	-24	-4	-4	-19	-8	2	28	38	7
XXII:3	-11	25	36	-13	5	29	25	14	20	22	33	5	-19
VIII:2	-10	12	48	13	20	-10	16	-1	14	11	10	66	6
XIII:16	17	-5	7	-14	-13	11	3	14	46	-13	-1	73	0
II:1	-9	16	-5	-10	25	18	-8	-2	-6	11	5	89	14
XV:11	-4	11	5	76	3	1	0	5	10	-2	-6	-7	-4
XV:59	10	-1	3	-8	75	-8	6	4	-4	-6	8	5	13
XI:30	6	-3	5	26	68	13	6	22	37	12	6	32	-19
V:52	3	21	1	4	10	10	85	-2	7	7	-2	1	3
XI:2	-5	22	8	-10	7	0	-12	77	0	3	7	0	16

Table 5.2, cont.

Variable	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13
XI:24	37	- 3	20	-26	- 6	4	8	56	- 6	- 7	19	- 8	-25
XI:29	- 2	-12	9	18	29	2	22	46	4	-16	12	10	- 2
XVII:14	- 1	37	-17	29	-26	11	13	44	-36	-29	1	20	- 6
X:12	10	6	1	19	6	- 4	16	- 3	98	5	- 7	17	9
XI:12	25	7	2	- 6	29	17	3	-19	41	-27	40	8	- 6
XIX:9	14	1	4	-27	21	4	-28	36	36	37	- 2	19	3
I:49	5	1	- 4	1	- 5	4	6	- 8	1	84	0	4	- 2
XXII:53	- 3	1	0	-12	11	13	- 7	20	-14	- 3	67	0	4
XI:9	30	-19	-12	0	0	27	30	2	13	0	50	28	-19
XI:6	- 1	12	-16	34	-15	- 1	-19	19	37	19	46	-12	-10
XV:10	21	10	27	33	11	-25	16	- 3	- 3	28	42	12	5
XV:148	7	1	- 8	8	21	9	- 5	0	3	- 9	- 7	3	79
XV:125	2	- 5	30	-24	-24	- 5	12	9	3	11	8	14	76
Loading of A on factor:	-25	-32	-04	-40	-20	-28	-05	-24	-29	-21	-25	-30	-31

* Loadings of ±.40 are underlined. Decimal points are omitted.

Multiple regression analysis

We selected 20 variables of the 70 with significant correlations to acquiescence for further analysis by multiple regression techniques.

The correlation matrix on which this analysis is based is reported in Table A.13 of Appendix A. We used data only from those districts for which a measure of acquiescence was available. In some instances we included variables for which the original number of responding districts was relatively low. But in such instances, the variable implies that an election was held (e.g., campaign tactics), so that most of the districts for which acquiescence data was available would also have provided data on the variable selected.

Size of district is again included, to locate conditions unique to smaller or larger districts -- even though size itself has no significant relationship with acquiescence.

Table 5.3 gives the partial correlation of each of the 20 variables with acquiescence, with the original correlation for comparison, and the correlation of the variable with size of district.

It should be noted that four of the variables, when the effects of the other variables are partialled, show a dramatic change in relationship to acquiescence.

Variable XV:125 (1960 median age) now shows a positive relationship with acquiescence. The correlation matrix gives us the reason: its high negative relationship to XV:195 (1960 percent of population attending school). If the school population is equalized, the older citizens tend to give more -- not less -- support.

Variable XV:74 (Ratio of 1950 percent employed in professions and administration to 1940 percent) shows a change in the other direction. Where it was positively related to acquiescence, it is now negatively related. The reason for this seems to lie in the negative relationships it has with XVII:9 (Individual criticism of tax level -- 0) and XXII:53 (No. of situations where board

Table 5.3. Partial Correlation Coefficients of 20 Selected Variables with Acquiescence.*

Variable	Correlation w/size	Zero-order correlation w/ acquiescence	Partial correlation w/ acquiescence
I:6	-.01	.21	.10
I:16	-.01	.25	.01
I:22	.02	.36	.33
I:49	-.14	-.25	-.11
XI:24	.07	-.26	-.29
XV:11	.07	-.31	-.08
XV:59	.18	-.26	-.09
XV:74	-.08	.19	-.17
XV:125	.31	-.22	.11
XV:190	-.23	.23	.25
XV:195	-.48	.19	.11
XV:269	-.28	.21	.19
XVII:9	.01	-.41	-.25
XVII:33	-.09	.30	.16
XIX:9	.12	-.23	.02
XX:12	.16	.35	.09
XXII:16	-.13	-.32	-.17
XXII:24	-.01	.23	.11
XXII:51	.02	.39	-.02
XXII:53	.01	-.29	-.25

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* The zero-order correlation of each variable is given for comparison. The correlation with district size is given to locate the condition.

disagrees). Since XV:74 occurs in the absence of these, and they lead to less acquiescence, the balance is in favor of the schools even though XV:74 is itself a negative influence. We noted earlier that it seemed to tap a demand for quality, which usually means critical attention.[1]

Variable XXII:51 (Understanding among board members) loses all of its relationship to acquiescence. Thus it seems that board understanding is an artifact of control, and not functionally related to acquiescence. It could be, of course, but the data suggest that the mechanism for achieving relevant communication -- and understanding -- is authoritative communication rather than informed discussion.

Variable XIX:9 (Opposition to school policy by business leaders) loses all of its relationship to acquiescence because of its negative relationship with I:22 (Agreement with power structure). It occurs in the absence of I:22, which seems plausible, since business leaders are probably members of the power structure.

These ten variables emerge as the most important factors of the 20 in accounting for the level of acquiescence:[2]

I:22 Agreement with power structure (132)+
XV:190 Ratio of 1950 percent employed in construction to 1940 percent (096)+
XI:24 Extent of emphasis on needs in campaign -- S (086)-
XVII:9 Individual criticism of tax level -- O (081)-

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[1] Previous work has shown that citizens whose occupations are in the professions tend to be critical of schools. See: Richard F. Carter. *Voters and Their Schools*, Institute for Communication Research, Stanford University, 1960.

[2] The number in parentheses gives the variance accounted for by the variable when only these ten are used in a regression analysis. Decimal points are omitted. The sign following the parentheses shows the nature of the relationship with acquiescence, positive or negative. Capital letters in the variable title indicate sources of assessments: S for superintendent and O for opposition spokesman.

XXII:16 Board educational goal: prepare children for citizenship (044)-

XV:269 1960 ratio of resident workers to workers in area (032)+

XVII:33 Conservative elements: religious (029)+

XV:74 Ratio of 1950 percent employed in professions and administration to 1940 percent (016)-

XV:195 1960 percent of population attending school (004)+

Of the five variables positively related to acquiescence, three seem to have their basis in demand (XV:190, XV:269, and XV:195). Variable XV:195 loses most of its power because it is positively related to the other two, which are not related to each other. The other two suggest control: I:22 directly and XVII:33 perhaps artifactually.

Of the five variables negatively related to acquiescence, two seem to get at the perceived inability of the district to support the schools (XI:24 and XVII:9); two others suggest divisive conditions that are not being overcome (XXII:16 and XXII:53); and the fifth implies criticism of the school program itself (XV:74).

Only the three demand factors (XV:190, XV:195, and XV:269) that are positively related to acquiescence are significantly correlated with size of district -- all negatively. One other variable, XV:125 (1960 median age) is positively related to district size, but is not one of the more important variables, except as it relates to lack of demand.

Three of the ten dropped variables have already been discussed. Because each of the other seven has at least two important correlations with members of the top ten, we shall discuss each separately. No small number of variables from the top ten dominates, as was the case in the previous chapters.

Variable I:6 (No. of years superintendent taught in district) loses its contribution because of positive correlations with XV:190 and XI:24 -- measures of demand and lack of economic capability, respectively.

Variable I:16 (Superintendent's personal goal: administration outside education) loses its contribution to two measures of divisive conditions (XXII:16 and XXII:53), with which it has negative correlations. Such districts may not seek superintendents who have this goal -- or they may not attract them to working under these conditions.

Variable I:49 (Superintendent's educational goal: prepare children for citizenship) loses its contribution to a measure of the same condition for board members (XXII:16) with which it is positively correlated, and to a negative relationship with I:22. If there is agreement with the power structure, the superintendent may not need to take this view about educational goals.

Variable XV:11 (No. of communities within district) loses its contribution to XI:24 -- which implies lack of economic capability -- in a positive relationship, and to XVII:33 in a negative relationship that suggests lack of control.

Variable XV:59 (Percent employed in manufacturing, 1960) loses its contribution to two measures of demand (XV:190 and XV:269) with which it is negatively correlated. Districts where more citizens are employed in manufacturing have less demand for educational services.

Variable XX:12 (Percent of Democrats in district) turns out to be an artifact, related to six of the ten top variables.

Variable XXII:24 (Years needed to change board majority) loses its contribution to a measure of the lack of economic capability (XVII:9) and to a measure of divisiveness (XXII:53) with which it has negative correlations. In districts where there is more stability of board membership there is less criticism of the tax levell and fewer situations where the board disagrees.

Chapter VI

Participation

The potential of participation for the support of public education lies in the possibility that an understanding citizen will review educational financial issues favorably. As such, participation is much praised and often sought.

But the reality of participation in financial elections is that more elections succeed with low turnout than with high turnout.[1] High turnout often is an expression of protest -- against tax levels, school program, or any policy issue of current concern.

However, there are different kinds of participation. Those which occur before an election may differ in kind -- and results -- from turnout.[2] Citizens who do participate in school affairs before, or between, elections are more likely to vote and to vote favorably.[3] If there is no conflict in the district, a selective turnout is obtained. Those citizens most concerned with the product of the schools -- and thus the needs -- are more likely to vote.

Typically, then, we shall see in the chapter a number of instances in which some variable is positively related to acquiescence but negatively to participation, because of this selectivity. On the other hand, there will be cases of positive relationships to participation and negative relationships to acquiescence. These occur frequently in districts where there is trouble. And it may be a move to counter the difficulty by the schools that itself increases participation, with less acquiescence, and even less quiescence. Usually, however, conflict is seen to be antecedent, not consequent, to participation.

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[1] Carter and Savard, op. cit.

[2] Carter and Chaffee, op. cit. They report that protest votes are an occasional form of participation.

[3] Ibid.

We found 55 variables to be significantly correlated with participation, 24 positively and 31 negatively. While the antecedent of greater participation is often conflict, the antecedent of less participation is often a variable that indicates effective political control.

Tables 6.1 and 6.2 report the rotated factor solutions for each of these sets of variables, with size of district added. (The unrotated factor solutions are given in Tables A.9 and A.10 of Appendix A.)

An underline of the variable identification number shows which 19 variables were selected for multiple regression analysis.

* * *

I:21 *Communication with power structure*. (r = -.28; n = 153).

This variable is also negatively correlated with quiescence, suggesting that it is a successful mode of reacting to conflict. That is, it keeps participation down. But in this case, there is no accompanying gain in acquiescence.

It appears on Factor 4 with XV:60 (Ratio of district percent employed in manufacturing to state percent, 1960), which is also negatively related to quiescence.

In the factor analysis of Chapter IV (Table 4.2), it appears on Factor 4 with I:14 (Coordination with other educational officials), which has no effect on either participation or acquiescence.

I:22 *Agreement with power structure*. (r = -.29; n = 147).

This variable is most highly correlated with acquiescence, and is discussed in Chapter V.

I:24 *Superintendent's social contact with power structure*. (r = -.28; n = 150).

This variable is also positively correlated with acquiescence. However, both relationships seem to be artifactual to stable control. I:24 appears on Factor 2 with XXV:9 (Percent district operating income from state aid). In the factor analysis of

Chapter V (Table 5.1), it appears on Factor 9 with I:6 (No. of years superintendent taught in district).

I:55 *Administrator-teacher relations*: *staff morale* -- *S*. (r = -.32; n = 154).

This variable is more highly correlated with acquiescence, and is discussed in Chapter V. We have included it in the regression analysis because the implied control is through participation, holding it down because the staff does not contribute to, or invite, conflict.

II:16 *No. of athletic events scheduled weekdays after school*. (r = -.32; n = 115).

This appears to be an artifact of control, appearing on Factor 6 with VIII:28 (Discussion of evaluation with teacher) and X:13 (Property assessment: selection of assessor locally), both of which suggest control.

II:33 *Lack of high school dropouts*. (r = -.25; n = 98).

Although we might suspect an artifact here, the relationship is hard to pin down. It appears on Factor 4 with I:21 (Communication with power structure), XV:60 (Ratio of district to state percent employed in manufacturing, 1960), and XIII:1 (Parent representation at state PTA meetings). It is the only one of the four that is not negatively related to quiescence, so the simplest inference may be best: there is no conflict. There are too few cases for further study in the regression analysis.

V:15 *Overall individual teacher participation in school elections*. (r = .27; n = 89).

V:30 *Individual teacher participation in tax elections*. (r = .27; n = 85).

V:31 *Individual teacher participation in budget elections*. (r = .29; n = 75).

V:36 *Individual teacher campaign participation*: *public discussions*. (r = .27; n = 89).

These four variables appear together on Factor 1, accompanied by XI:28 (No. of unanswered citizen questions in campaign) in a negative relationship. The questions are more likely to get answered even if acquiescence is not forthcoming. However, acquiescence does accompany V:36. Its relationship to acquiescence is higher than to participation, and it is discussed in Chapter V.

It can be said for these forms of teacher participation that at least there is no significant negative effect on acquiescence as a result. None of them has been included in the regression analysis because of the lack of data available.

VII:9 District dependence on federal aid. (r = -.23; n = 103).

This variable is more highly correlated with acquiescence, and is discussed in Chapter V.

VII:10 Ratio of 1950 to 1940 pupil enrollment. (r = -.30; n = 125).

This variable appears on Factor 2 with XXV:9 (Percent district operating income from state aid) and XV:181 (1960 percent born in Latin America). It is also negatively related to quiescence. In the factor analysis of Chapter IV (Table 4.2), it appears on Factor 6 with X:18 (Business procedures: no. of estimates on nonbid items). The former results are more helpful, suggesting that some districts have their big demands for educational services behind them, with the newer citizens in the district (XV:181) less likely to wield the vote -- either for or against the schools.

VII:11 Ratio of 1960 to 1950 pupil enrollment. (r = -.30; n = 132).

VII:14 Ratio of 1960 to 1950 district population. (r = -.32; n = 123).

These two variables appear on Factor 1 with XV:270 (Ratio of 1960 ratio of resident workers to workers in area to 1950 ratio), XV:184 (Percent population increase, 1950-60), and XV:114 (Ratio of 20-29 age group in 1960 to 10-19 age group in 1950). Thus we have three measures of growth and two of stability (XV:270 and XV:114). None of the five is positively related to acquiescence. We have selected XV:270 to represent the group in the regression analysis. VII:11 and VII:14 are based on an incomplete sample of cases.

VIII:28 Discussion of evaluation with teacher. (r = -.20; n = 142).

This variable appears on Factor 6 with II:16 (No. of athletic events scheduled weekdays after school) and X:13 (Property assessment: selection of assessor locally). Its relationship with participation seems to be an artifact, being more likely to follow on control than to lead to it.

X:12 Budget review agency: no. of other functions. (r = .71; n = 39).

In the few districts where this condition is applicable, it seems to be an important condition. It suggests competition for tax money, with higher participation resulting. It appears on Factor 2 with XX:9 (Opposition to school policy by agricultural groups) and on Factor 7 with XIX:3 (Large taxpayers represented on board), both of which suggest such competition.

In the factor analysis of Chapter V (Table 5.2), it appears on Factor 9 with two aspects of parent participation (XI:12 and XIII:16), also suggesting the same inference. There are too few cases for its inclusion in the regression analysis.

X:13 Property assessment: selection of assessor locally. (r = -.27; n = 143).

This variable could be important either because it represents a condition of control or because it implies stability. The former seems more likely, because of the positive correlation with understanding. It heads Factor 6, accompanied by II:16 (No. of athletic events scheduled weekdays after school) and VIII:28 (Discussion of evaluation with teacher).

In the factor analysis of Chapter III (Table 3.1), it appears on Factor 14 in negative relationships with XVII:1 (Lack of criticism on meeting community needs) and XXIII:19 (Voter registration by citizens' committee). The first suggests that control is needed, and second that it exists -- because there is no perceived need for a citizens' committee.

X:16 Business procedures: use of cost accounting. (r = -.31; n = 148).

This variable appears pretty much by itself on Factor 11. The implication seems to be that the situation is under control.

There is not likely to be any direct relationship to participation. The regression analysis may tell us more about it.

XI:2 *Salary increases emphasized in campaign -- S*. (r = .30; n = 111).

XI:33 *Salary increases emphasized in campaign -- BP*. (r = .23; n = 111).

These two variables comprise Factor 6. XI:2 is also negatively correlated with acquiescence. In the factor analysis of Chapter V (Table 5.2), it appears on Factor 8 with two assessments of emphasis on needs in the campaign (XI:24 and XI:29). That the emphasis on salaries invokes criticism -- and participation -- seems clear.

XI:6 *Disagreement among school representatives in campaign*. (r = .22; n = 119).

This variable is most highly correlated with acquiescence, and is discussed in Chapter V.

XI:12 *Use of letters and postcards to get out parent vote*. (r = .24; n = 119).

This attempt at selective participation is unsuccessful. The variable has negative correlations with both acquiescence and quiescence, the latter suggesting a reaction to difficulty. It stands pretty much by itself on Factor 8, with some positive relationship to XVII:50 (No. of organized critic groups -- BP) and some negative relationship to V:31 (Individual teacher participation in budget elections).

In the factor analysis of Chapter V (Table 5.2), it appears on Factors 9 and 11 with two indexes of difficulty: X:12 (Budget review agency: no. of other functions) and XXII:53 (No. of situations where board disagrees), respectively.

In the factor analysis of Chapter IV (Table 4.2), it appears on Factor 18 with another unsuccessful attempt to achieve acquiescence -- XI:9 (Use of telephones to increase voter registration).

XI:28 *No. of unanswered citizen questions in campaign*. (r = .30; n = 121).

This failure of communication does not result in less acquiescence, but it does seem to lead to less understanding. Its appearance, negatively, on Factor 1 with four measures of individual teacher participation locates the districts where this is less of a problem.

In the factor analysis of Chapter III (Table 3.2), it appears on Factor 5 with II:30 (Student misconduct in classroom -- P), an important indicator of poor communication and lack of understanding.

XII:22 Information procedures for teachers. (r = -.32; n = 152).

This variable appears on Factor 5 with XIV:7 (Citizen questions allowed at board meetings) and XVII:23 (Organized opposition use of public meetings), and -- negatively -- with size of district. It is also positively related to understanding.

In the factor analysis of Chapter III (Table 3.1), it appears on Factor 1 with I:53 (Superintendent as a school leader -- T) and I:22 (Agreement with power structure).

It is not clear with relation to participation whether it is antecedent to control or consequent. The regression analysis may show us.

XII:23 Information procedures for parents. (r = -.23; n = 152).

This variable is more highly correlated with understanding, and is discussed in Chapter III.

XIII:1 Parent representation at state PTA meetings. (r = -.25; n = 141).

This variable is more highly correlated with quiescence, and is discussed in Chapter IV.

XIII:14 Ratio of schools to parent groups. (r = .40; n = 114).

The fewer the parent groups, the more the participation. It seems to indicate a lack of control by the schools. However, there is no relationship to acquiescence. It appears on Factor 3 with XV:191 (Ratio of 1950-60 percent employed in construction ratio to 1940-50 ratio), which places it in districts of recent growth.

XIV:7 Citizen questions allowed at board meetings. (r = -.22; n = 152).

This variable appears on Factor 5 with XII:22 (Information procedures for teachers), and seems to be an artifact of control.

If it were to have an effect on participation, the direction might be the opposite -- leading to more, not less, participation. But a cathartic effect is possible.

XV:22 Ratio of district per family income to state per family income. 1960. (r = .31; n = 180).

XV:200 *Ratio of district percent of total population with college education to state percent. 1960.* (r = .22; n = 180).

These two variables dominate Factor 5, accompanied by XVII:50 (No. of organized critic groups -- BP). Neither is related to either quiescence or acquiescence. Citizens of higher socio-economic status just participate more.

XV:30 Ratio of 1950 per capita retail sales to 1940 per capita retail sales. (r = -.20; n = 180).

This variable heads Factor 7, accompanied by XV:181 (1960 percent born in Latin America) and XVII:23 (Organized opposition use of public meetings). This may indicate a recent change in population characteristics, rather than a direct relationship to less participation. The regression analysis may show whether an artifact is involved.

XV:60 *Ratio of district percent employed in manufacturing to state percent employed in manufacturing. 1960* (r = -.22; n = 180).

This variable is also negatively related to quiescence. It appears on Factor 4 with two other variables that are negatively related to quiescence: I:21 (Communication with power structure) and XIII:1 (Parent representation at state PTA meetings). So it appears to locate the kinds of districts in which these reactions to conflict may hold down participation. Its relationship is therefore seen as artifactual.

In the factor analysis of Chapter IV (Table 4.3), it appears on Factor 3 with another aspect of parent participation: XIII:12 (Parent group participation in financial election campaign).

XV:89 *Ratio of 1960 reciprocal of percent living in different house than previous year, within county, to 1950 reciprocal.* (r = -.24; n = 180).

XV:114 Ratio of 20-29 age group in 1960 to 10-19 age group in 1950. (r = -.23; n = 177).

XV:184 Percent population increase, 1950-60. (r = -.20; n = 179).

XV:192 Ratio of annexed area in the decade 1950-60 to area in 1950. (r = -.23; n = 174).

These four variables all have their highest loadings on Factor 9, with VII:9 (District dependence on federal aid). The first two indicate stability and the last two growth -- evidently of a stable type. The implied control holds down participation.

XV:114 and XV:184 also appear on Factor 1, which also taps a factor of stable growth. XV:192 appears on Factor 10 with I:55 (Administrator-teacher relations: staff morale -- S) and I:22 (Agreement with power structure), which shows the relationship to control.

XV:192 is more highly correlated with acquiescence, and is discussed further in Chapter V.

XV:89 is also correlated, negatively, with quiescence. In the factor analysis of Chapter IV (Table 4.3), it heads Factor 5, accompanied by XV:233 (Ratio of district to state median educational level, 1960) and XV:268 (1960 percent using auto transportation). And it appears on Factor 8 (Table 4.4) with I:29 (Implementation of board decisions: superintendent reaction to accomplished change).

XV:105 Ratio of percent professional or technical to percent managers, officials, clerical, and sales, 1960. (r = .24; n = 180).

XV:125 1960 median age. (r = .19; n = 180).

These two variables appear as opposites on Factor 9 with size of district. XV:105 is negatively related to size; XV:125 is positively related to size. XV:105 is positively related to XI:6 (Disagreement among school representatives in campaign).

XV:125 is more highly correlated with acquiescence, and is discussed in Chapter V.

XV:181 1960 percent born in Latin America. (r = -.23; n = 120).

XV:206 Ratio of district percent of total population with high school education to state percent, 1960. (r = -.22; n = 180).

These two variables appear on Factor 2 as opposites. XV:181 has a positive relationship there with XXV:9 (Percent district operating income from state aid). On Factor 7 it appears with XV:30 (Ratio of 1950 per capita retail sales to 1940 per capita retail sales). It is an interesting variable, but we have too few cases to include it in the regression analysis.

XV:206 also appears on Factor 9 with several measures of stability (XV:114, VII:9, and XV:89) and with several measures of recent growth (XV:184 and XV:192).

XV:187 Ratio of 1950-60 percent population increase to 1940-50 population increase. (r = .20; n = 179).

This measure of rapid recent growth heads Factor 10, accompanied by V:31 (Individual teacher participation in budget elections). The latter may be a reaction to the population pressure.

XV:191 *Ratio of 1950-60 percent employed in construction ratio to 1940-50 ratio*. (r = .23; n = 180).

This variable appears on Factor 3 with XIII:14 (Ratio of schools to parent groups). The relative lack of parent groups seems a better possibility in accounting for participation.

XV:270 Ratio of 1960 ratio of resident workers to workers in area to 1950 ratio. (r = -.21; n = 177).

This variable appears on Factor 1 with three measures of recent growth (VII:11, VII:14, and XV:184) and a measure of community holding power on its youth (XV:114). It suggests that the lower participation is due to the implied stability of more resident workers. Like other concomitants of stability, it may be artifactual.

XVI:1 *Major social event to which parents invited: academic*. (r = -.21; n = 154).

This variable was inadvertently put into the wrong factor analysis set, appearing on Factor 6 (Table 6.1) with emphases on salary increases in campaign (XI:2 and XI:33). No direct functional relationship with participation seems indicated.

XVII:23 *Organized opposition use of public meetings*. (r = -.60; n = 17).

Because of the very low number of cases, this variable is unstable. The negative, rather than positive, correlation is of interest, however. It appears on Factors 5, 7, and 9 -- under conditions of stability and control, and negatively related to size of district.

XVII:34 Conservative elements: reactionary. (r = -.23; n = 151).

Like another conservative element, religious (XVII:33), this too implies some control over the situation. The former related positively to acquiescence; this one relates negatively to participation.

It appears on Factor 3 with XXIII:18 (Transportation service to polls by citizens' committee) -- which must suggest selective control on turnout, given its negative relationship with participation. It has a negative relationship on this factor with two variables that suggest control of parent participation (XII:23 and XIII:1).

XVII:46 Individual criticism of teacher capability -- BP. (r = .22; n = 153).

XVII:49 Extent of individual criticism -- BP. (r = .27; n = 153).

These two variables, along with XXVI:7 (No. of sources inside district for national criticisms heard locally), comprise Factor 4. Both are negatively correlated with understanding. XVII:46 has a higher correlation with understanding and is discussed in Chapter III. XVII:49 has its highest correlation with understanding -- in terms of level of significance -- and is also discussed in Chapter III. We have included XVII:49 in the regression analysis because both variables could have an adverse effect on turnout as well as on understanding.

XVII:50 No. of organized critic groups -- BP. (r = .22; n = 153).

This variable is more highly correlated with quiescence, and is discussed in Chapter IV.

XIX:3 Large taxpayers represented on board. (r = .28; n = 135).

This variable appears on Factor 7 with X:12 (Budget review agency: no. of other functions), and seems to indicate competition for local monies. Because this variable has more cases, we have included it rather than X:12 in the regression analysis.

XX:9 Opposition to school policy by agricultural groups. (r = .26; n = 104).

This variable heads Factor 2, accompanied by X:12 and XI:6 (Disagreement among school representatives in campaign). Whether this indicates economic difficulty is not clear. We have included it in the regression analysis to find out more about the situation.

XXII:8 No. of board members with children. (r = -.23; n = 153).

This variable heads Factor 8, with slight loadings for two variables positively related to understanding (X:13 and XII:23). It seems to have an artifactual relationship with level of participation.

XXIII:18 Transportation service to polls by citizens' committee. (r = -.34; n = 51).

Although it suggests effective control on turnout by selective procedures, there is no positive relationship with acquiescence. There are too few cases for inclusion in the regression analysis.

It appears on Factor 3 with XVII:34 (Conservative elements: reactionary), and -- negatively -- with XII:23 (Information procedures for parents) and XIII:1 (Parent representation at state PTA meetings). The latter suggest that it is a procedure necessitated by a lack of control on parents.

XXV:9 Percent of district operating income from state aid. (r = -.24; n = 118).

This variable is more highly correlated with acquiescence, and is discussed in Chapter V.

XXVI:7 No. of sources inside district for national criticisms heard locally. (r = .24; n = 120).

This variable appears on Factor 4 with two aspects of individual criticism (XVII:46 and XVII:49). It seems to provide a basis for them -- particularly the criticisms of teacher capability.

* * *

Table 6.1. Rotated Factor Solution of Variables Positively Correlated with Participation (Varimax Solution).*

Variable	Factor: 1	2	3	4	5	6	7	8	9	10
V:15	88	-6	-5	10	20	8	9	-6	0	12
V:30	80	-9	0	2	-5	4	23	14	5	2
V:36	67	32	19	1	-4	-14	-19	13	14	-2
V:31	57	0	22	-9	20	18	0	-36	-11	44
XV:187	10	2	2	0	7	7	-2	15	-8	71
XI:28	-42	29	3	19	12	-28	30	-29	2	33
XX:9	-6	91	-13	-5	-3	1	-11	10	-2	1
X:12	17	73	3	11	11	0	64	20	10	23
XIX:3	9	-6	15	-3	1	-4	81	0	-5	-6
XI:6	3	44	-3	36	19	-5	5	-5	-45	-18
XV:191	12	-14	75	-7	4	5	21	3	3	-12
XIII:14	1	5	70	19	-28	-2	-6	-7	-10	33
XVII:49	2	-8	6	80	15	9	6	22	-1	7
XVII:46	1	7	1	79	-23	0	-8	-6	3	-3
XXVI:7	7	26	-37	44	5	20	37	12	14	-7
XV:200	10	0	-2	-5	80	19	1	-1	-2	16
XV:22	-2	3	-12	-2	79	-5	5	-1	9	-1
XI:2	12	8	-1	13	6	81	-3	-23	2	2
XI:33	3	-22	-2	0	17	73	-10	22	-3	23
XVI:1	-18	29	28	8	-14	47	18	8	11	-23

Table 6.1, cont.

	Factor:									
Variable	1	2	3	4	5	6	7	8	9	10
XI:12	9	17	- 1	14	2	- 4	6	$\underline{82}$	- 6	14
VII:12	14	- 2	6	15	9	- 3	-14	- 5	$\underline{80}$	-20
XV:125	1	7	-15	-17	13	35	18	- 8	$\underline{49}$	- 9
XVII:50	14	3	4	36	$\underline{44}$	4	- 6	34	$\underline{48}$	2
XV:105	24	- 3	23	2	36	19	-23	6	$\underline{-46}$	-14
Loadings of P on factor:	18	49	46	26	30	27	33	05	03	23

* Loadings of ±.40 are underlined. Decimal points are omitted.

Table 6.2. Rotated Factor Solution of Variables Negatively Correlated with Participation (Marimax Solution).*

Variable	Factor: 1	2	3	4	5	6	7	8	9	10	11
VII:14	88	- 2	5	8	6	7	1	8	33	2	- 7
XV:270	82	7	- 6	- 1	10	8	3	6	- 8	9	3
VII:11	81	- 5	10	8	8	6	- 5	4	39	- 5	5
XV:184	44	-11	- 7	9	- 9	- 2	-11	0	65	- 1	-13
XV:9	2	76	2	13	15	- 1	3	0	- 1	11	- 9
XV:181	1	58	-22	-19	- 5	6	41	- 9	38	- 2	19
VII:10	25	39	0	24	14	30	- 2	-14	37	-10	-38
I:24	15	36	30	3	33	11	5	17	3	26	- 1
XV:206	32	-58	- 8	5	6	19	22	2	40	5	- 8
XIII:18	9	- 9	83	12	-19	- 6	2	- 4	-23	2	8
XVII:34	- 4	23	48	11	15	16	28	9	19	-19	9
XII:23	- 4	-29	-41	16	12	19	5	38	5	-17	- 2
XIII:1	16	7	-54	45	-16	2	12	-14	15	- 9	27
XV:60	28	-25	3	64	- 3	-23	4	- 6	-19	3	-11
II:33	13	10	- 8	60	-19	12	- 6	6	33	9	13
I:21	-25	21	17	59	22	- 2	-19	7	5	11	10
XIV:7	4	8	- 3	0	77	- 2	6	5	1	6	- 1
XII:22	8	- 9	-19	6	59	8	3	-17	- 1	30	19
XVII:23	22	13	18	25	52	4	51	-35	55	3	-11
XV:30	- 1	0	3	- 9	8	-10	85	12	-13	12	- 4
VII:12	- 8	-11	- 7	19	-61	26	3	-20	-11	1	29

Table 6.2, cont.

	Factor:										
Variable	1	2	3	4	5	6	7	8	9	10	11
II:16	21	1	1	-16	-19	81	-11	5	1	16	15
VIII:28	7	-37	- 8	12	12	51	- 3	-14	28	-18	6
X:13	-29	15	1	1	3	36	34	35	- 3	- 1	-22
XXII:8	17	1	5	0	3	- 3	6	79	4	- 6	9
VII:9	6	13	10	- 1	23	9	- 4	-16	72	- 7	8
XV:114	40	-27	-21	13	-16	7	-13	5	70	9	1
XV:89	10	15	-27	- 2	28	7	4	22	60	- 5	12
XV:192	- 2	-11	- 8	3	-21	- 5	3	25	64	42	- 1
I:55	5	12	8	6	20	- 2	18	-18	2	71	- 2
I:22	3	12	- 7	28	25	31	-38	12	9	53	11
X:16	0	0	4	10	0	12	- 6	7	6	1	86
Loading of P on factor:	-24	**	-03	-31	-10	**	-18	-06	-19	-40	-38

* Loadings of ±.40 are underlined. Decimal points are omitted.

** Indeterminate.

Multiple regression analysis

We selected 19 variables of the 55 with significant correlations to participation for further analysis by multiple regression techniques.

The correlation matrix on which this analysis is based is reported in Table A.14 of Appendix A. Data was used from those districts for which a measure of participation was available. Where the data was somewhat incomplete, but clearly near to a full sample of districts holding elections (e.g., campaign tactics), we sometimes included variables.

We also included size of district, to locate conditions where level of participation varied by district size. Size itself has little relationship to participation.

Table 6.3 gives the partial correlation of each of 19 variables with participation, with the original correlation for comparison, and the correlation of the variable with district size.

Only one of the variables shows a major change in relationship under partialling conditions. Variable XII:22 loses all of its large negative relationship, ending up with a slight positive relationship. A measure of information procedures for teachers, it is negatively related to XI:2 (Salary increases emphasized in campaign -- S). Thus, in districts where salary emphases do not have to be used, there are better information procedures. And, since XI:2 leads to more participation, XII:22 as an indicator of the absence of XI;2 has an artifactual relationship with participation.

In addition, XII:22 has a positive correlation with VII:10 (Ratio of 1950 to 1940 pupil enrollment), to which it may lose some of its contribution to less participation.

These ten variables emerge as the most important factors of the 19 in accounting for the level of participation:[4]

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[4] The number in parentheses gives the variance accounted for by the variable when only these ten are used in a regression analysis. Decimal points are omitted. The sign following the parentheses shows the nature of the relationship with participation, positive or negative. Capital letters in the variable title indicate sources of assessments: S for superintendent and BP for board president.

Table 6.3. Partial Correlation Coefficients of 19 Selected Variables with Participation.*

Variable	Correlation w/ size	Zero-order correlation w/ participation	Partial correlation w/ participation
I:21	.09	-.28	-.11
I:55	.03	-.32	-.07
VII:10	-.18	-.30	-.24
X:13	-.13	-.27	-.12
X:16	.24	-.31	-.23
XI:2	-.07	.30	.20
XI:12	.04	.24	.17
XI:28	-.07	.30	.05
XII:22	-.20	-.32	.02
XIII:14	-.07	.40	.17
XV:22	.14	.30	.23
XV:30	-.18	-.20	-.11
XV:114	.07	-.23	-.18
XV:187	-.08	.20	.14
XV:270	-.11	-.21	-.09
XVII:34	-.03	-.23	-.09
XVII:49	.12	.27	.17
XIX:3	.00	.28	.16
XX:9	-.03	.20	.22

* The zero-order correlation of each variable is given for comparison. The correlation with district size is given to locate the condition.

XV:22 Ratio of district per family income to state per family income, 1960 (098)+
XI:2 Salary increases emphasized in campaign -- S (070)+
X:16 Business procedures: use of cost accounting (065)-
XIII:14 Ratio of schools to parent groups (062)+
XI:12 Use of letters and postcards to get out parent vote (054)+
VII:10 Ratio of 1950 to 1940 pupil enrollment (052)-
XX:9 Opposition to school policy by agricultural groups (048)+
XVII:49 Extent of individual criticism -- BP (038)+
XIX:3 Large taxpayers represented on board (030+
XV:114 Ratio of 20-29 age group in 1960 to 10-19 age group in 1950 (022)-

Only three of the ten account for lack of participation. It seems to be harder to find such negative factors because the underlying reason for much of the lack of participation is the same: a stable, well controlled situation.

The most important of the negative factors (X:16) implies control. The second (VII:10) suggests that any difficulties from increasing student populations is behind, and a period of stability has arrived. The third (XV:114) also suggests stability, but of a different kind -- that the district does not have features which impel its younger citizens to leave.

Of the seven variables that have an important positive impact on participation, five are aspects of controversy and/or conflict: XI:2 and XI:12, which are school campaign tactics; XX:9, XVII:49, and XIX:3, which indicate sources of controversy -- and participation. The most important of the seven is a measure of socioeconomic status (XV:22). The other implies lack of control, given the absence of parent groups (XIII:14).

Size of district is significantly related only to X:16 (Business procedures: use of cost accounting).

We have already discussed one of the nine dropped variables. An examination of the correlation matrix affords these inferences about the failure of the others:

Variable I:21 (Communication with power structure) loses its contribution to X:16 (Business procedures: use of cost accounting), suggesting that communication with the power structure may be consequent to achieving control.

Variables I:55 (Administrator-teacher relations: staff morale -- S) and X:13 (Property assessment: selection of assessor locally) lose their contributions to measures of campaign tactics (XI:2 and XI:12) and extent of criticism (XVII:49), with which they have one or more negative correlations. Both may be artifacts of a lack of controversy -- with respect to their participation correlations.

Variables XI:28 (No. of unanswered citizen questions in campaign) and XVII:34 (Conservative elements: reactionary) lose their contributions to a measure of the lack of control (XIII:14) -- the first because of a positive correlation and the second because of a negative correlation. The first indicates that there are more unanswered questions in the absence of parent groups. The second indicates that there are fewer reactionary conservatives in the absence of parent groups.

Variables XV:187 (Ratio of 1950-60 percent population increase to 1940-50 percent population increase) and XV:270 (Ratio of 1960 ratio of resident workers to workers in area to 1950 ratio) lose their contributions to two measures of stability (VII:10 and XV:114).

Variable XV:30 (Ratio of 1950 per capita retail sales to 1940 per capita retail sales) loses its contribution to a negative correlation with a measure of socioeconomic status (XV:22).

Chapter VII

Patterns of Support

To this point, we have a collection of inferences as to the probable functional relationships -- if any -- of our variables to four criteria of school-community relations. What remains is for us to investigate the patterns of relationship, to see what we can infer about the process of school-community relations.

We have a powerful tool for this study in the four criterion variables and their interrelationships. The fact that a variable is related to one but not to another, or is related to two or more, is of great help in assessing what goes on in school-community relations.

This is particularly true when we have a clear pattern of relationships among the criterion variables. And, as we reported in Chapter II, such is the case. Understanding, quiescence, and participation each has a significant relationship with acquiescence, but none of the three has a significant relationship with another. Thus, in Chapter V, we could talk about three ways in which support -- i.e., acquiescence, is won.

In this chapter, we shall attempt an overall look at these criteria, bringing in ten variables from each of the four preceding chapters -- the ten variables most helpful in accounting for the levels of understanding, quiescence, acquiescence, and participation, respectively.

Before we examine the three patterns of support in the context of the 40 important variables, several general points should be made.

First of all, these patterns of support do seem to be justified inferences. In only one case does a variable have a favorable (i.e., supportive) relationship with more than two criterion variables. Variable I:22 (Agreement with power structure) has positive relationships with both understanding and acquiescence, and a negative relationship with participation. But, as we shall see, the relationship with understanding seems to be artifactual.

Otherwise, the only variables with relationships to three or more criterion variables imply unfavorable impact. There are eight of these variables:[1]

XI:6 Disagreement among school representatives in campaign (-U, -Q, -A, +P)
XI:12 Use of letters and postcards to get out parent vote (-Q, -A, +P)
XI:24 Extent of emphasis on needs in campaign -- S (-U, -Q, -A)
XV:10 No. of specific rivalries among neighborhood factions (-U, -Q, -A)
XVII:41 Organized opposition use of letters to newspapers (-U, -Q, -A)
XVII:48 Individual criticism of tax level -- O (-U, -Q, -A)
XVII:49 Extent of individual criticism of schools -- BP (-U, -Q, -A, +P)
XXII:12 Average time devoted to board business by board members (-U, -Q, -A).

These eight variables have two relationships in common, the negative correlations with quiescence and acquiescence.

It seems that there is one characteristic of lack of support: difficulty that is out of hand. Many of these variables are not so much contributors to conflict as they are indicators that conflict has already arrived -- and some means must be exercised to achieve support.

That a low level of understanding appears for all but one of the eight suggests that attempts to manipulate consent predominate over attempts at effective communication on behalf of understanding. The appearance of XXII:12 here is especially disheartening. Board members contributed half the observations used in our measure of understanding, so the measure could be expected to be sensitive to any understanding achieved by board members during these longer hours of work.

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[1] Relationships with criterion variables are indicated in the parenthetical notes. Capital letters in the variable titles refer to the source of an assessment -- S for superintendent, O for opposition spokesman, and BP for board president.

Another point to be made is that these analyses to be reported here will shed new light on the functional relationships between the 40 variables and the criterion variable(s) to which they are related. As we look at the relationship of each to sets of two criterion variables, it will be possible to specify more exactly the conditions under which the relationship of each to the criterion variable holds.[2]

We shall adopt the following format for this chapter: 1/ specification of the conditions under which each of the three patterns of support is most likely to occur; 2/ specification of the conditions under which acquiescence occurs in the absence of the other variable in the pattern (e.g., where acquiescence occurs without understanding); 3/ specification of the conditions under which the other variable in the pattern occurs but not acquiescence (e.g., understanding occurs but not acquiescence); 4/ a review of the probable functional relationships to criterion variables for each of the 40 important variables.

The bases for these discussions are the data reported in Tables 7.1, 7.2, and 7.3. Each of the three patterns of support is analyzed in a separate table -- understanding and acquiescence (Table 7.1), quiescence and acquiescence (Table 7.2), and participation and acquiescence (Table 7.3).

Each column in these tables represents one of the four quadrants formed by dividing the distributions of the two criterion variables at their respective means. Then we show the extent to which each of the 40 variables falls above or below its own mean among the districts which appear in each of the four quadrants. Variations from the mean are given in standard deviations, adjusting each variable for its variance, and affording greater comparability.

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[2] The procedure is analogous to a part correlation analysis.

Conditions under which each of the three patterns of support is most likely to occur

By scanning the appropriate column of each table, we can find out which of the 40 variables are most helpful for locating the conditions under which each pattern of support is likely to occur.

Table 7.1. Correlates of Understanding and Acquiescence Conditions.*

	Low U Low A	High U Low A	Low U High A	High U High A
Quiescence variables				
V:21	-19	14	04	10
XV:9	41	-37	14	-25
XV:42	16	00	-14	-09
XV:47	02	-36	-07	22
XV:186	06	-14	-16	10
XIX:1	-04	34	-75	15
XXI:3	-35	37	07	09
XXII:6	02	-08	29	-10
XXII:21	09	09	-12	-09
XXIV:18	-09	05	16	-01
Participation variables				
VII:10	17	-15	02	-05
X:16	09	-50	-13	25
XI:2	06	27	-16	-13
XI:12	09	34	-19	-21
XIII:14	17	-08	11	-13

Table 7.1, cont.

	Low U Low A	High U Low A	Low U High A	High U High A
XV:22	-02	06	-08	02
XV:114	-08	-09	34	-01
XVII:49	27	-22	15	-20
XIX:3	-17	48	11	-15
XX:9	12	-06	04	-10
Understanding variables				
I:4	-37	02	46	16
I:53	-23	25	-64	32
II:30	10	-34	49	-12
XII:23	-27	40	-53	24
XV:9	41	-37	14	-25
XV:36	27	-17	-10	-12
XV:194	-24	55	-05	-09
XVII:6	31	-29	46	-38
XVIII:6	-05	02	-47	24
XXIV:24	11	19	-17	-14
Acquiescence variables				
I:22	-24	-28	10	39
XI:24	23	-05	-01	-19
XV:74	-17	-01	-14	23
XV:190	-18	-24	07	29
XV:195	-06	-12	-05	15
XV:269	-10	-40	35	20
XVII:9	49	-04	12	-59
XVII:33	-19	-24	01	32
XVII:16	29	20	-25	-28
XXII:53	41	-32	-36	-05
Size of district	-05	14	31	-16

* Scores are given in standard deviations from means. The four conditions represent the four quadrants formed by dividing the distributions of understanding and acquiescence at their respective means. Decimal points are omitted. N's are 3, 19, 13, and 32, respectively.

Table 7.2. Correlates of Quiescence and Acquiescence Conditions.*

	Low Q Low A	High Q Low A	Low Q High A	High Q High A
Understanding variables				
I:4	-11	-46	27	21
I:53	00	-15	05	04
II:30	00	-16	24	-18
XII:23	-20	38	16	-16
XV:9	12	09	-14	-12
XV:36	02	30	-16	-06
XV:194	23	-27	20	-47
XVII:6	-10	57	-03	-25
XVIII:6	07	-25	-23	34
XXIV:24	15	09	05	-43
Participation variables				
VII:10	-11	51	-04	-02
X:16	09	-66	15	14
XI:2	12	15	00	-29
XI:12	32	-19	-11	-31
XIII:14	10	-07	-05	-09
XV:22	07	-14	34	-43
XV:114	-06	-14	39	-28
XVII:49	18	-13	-05	-15
XIX:3	03	15	-19	03
XX:9	23	-37	18	-34
Quiescence variables				
V:21	14	-50	03	18
XV:9	12	09	-14	-12
XV:42	20	-15	-23	05
XV:47	-14	-08	-32	71
XV:186	-16	32	03	01
XIX:1	26	-24	-05	-22

Table 7.2, cont.

	Low Q Low A	High Q Low A	Low Q High A	High Q High A
XXI:3	04	-35	11	06
XXII:6	03	-12	13	-12
XXII:21	07	14	-24	11
XXIV:18	-14	22	-10	24
Acquiescence variables				
I:22	-20	-40	38	20
XI:24	17	-01	15	-49
XV:74	-10	-12	06	20
XV:190	-10	-44	-17	73
XV:195	-16	09	-43	75
XV:269	-28	-07	14	39
XVII:9	23	47	-33	-43
XVII:33	-29	-03	03	46
XXII:16	29	16	-29	-25
XXII:53	26	-15	-35	07
Size of district	14	-38	27	-44

* Scores are given in standard deviations from means. The four conditions represent the four quadrants formed by dividing the distributions of quiescence and acquiescence at their respective means. Decimal points are omitted. N's are 35, 15, 25, and 20, respectively.

Table 7.3. Correlates of Participation and Acquiescence Conditions.*

	Low P Low A	High P Low A	Low P High A	High P High A
Understanding variables				
I:4	-13	-31	14	41
I:53	00	01	-05	09
II:30	06	-12	09	-07
XII:23	06	01	09	-29
XV:9	41	-04	-14	-20
XV:36	-19	37	-15	-05
XV:194	-23	42	-01	-50
XVII:6	59	-27	-21	01
XVIII:6	-04	-03	05	00
XXIV:24	15	24	-15	-27
Quiescence variables				
V:21	-07	-03	-10	42
XV:9	41	-04	-14	-20
XV:42	38	-09	-07	-22
XV:47	-23	-24	22	24
XV:186	-14	03	09	-06
XIX:1	-09	18	06	-35
XXI:3	-36	10	21	-14
XXII:6	-15	12	00	01
XXII:21	29	13	-24	-08
XXIV:18	05	-13	09	-01
Participation variables				
VII:10	63	-38	13	-26
X:16	-06	-32	19	23
XI:2	-09	52	-26	-09
XI:12	-17	46	-35	27
XIII:14	-03	-11	-29	82
XV:22	-01	13	-14	10

Table 7.3, cont.

	Low P Low A	High P Low A	Low P High A	High P High A
XV:114	10	-05	13	-37
XVII:49	-05	32	-32	20
XIX:3	-25	42	-19	08
XX:9	-34	11	-05	46
Acquiescence variables				
I:22	-11	-35	30	16
XI:24	19	15	-05	-43
XV:74	06	-16	-05	32
XV:190	-45	-31	49	06
XV:195	12	-40	11	31
XV:269	-15	-34	13	59
XVII:9	27	30	-52	06
XVII:33	-41	-22	18	57
XXII:16	50	05	-21	-33
XXII:53	12	07	-22	18
Size of district	-03	10	-13	12

* Scores are given in standard deviations from means. The four conditions represent the four quadrants formed by dividing the distributions of participation and acquiescence at their respective means. Decimal points are omitted. N's are 20, 26, 33, and 14, respectively.

To facilitate our analysis, we have prepared the tabulations below. They show the conditions favoring each of the three patterns of support: acquiescence with understanding, acquiescence with quiescence, and acquiescence with less participation. Both unique and similar conditions are more easily seen in these tables.

Table 7.4. Conditions Whose Presence Enhances Pattern of Support.*

	Pattern:		
Variable	High U High A	High Q High A	Low P High A
I:4 No. of years experience as a superintendent		21 U	
I:22 Agreement with power structure	39 A		30 A
I:53 Superintendent as a school leader -- T	32 U		
X:16 Business procedures: use of cost accounting	25 P		
XII:23 Information procedures of parents	24 U		
XV:47 Percent employed in agriculture forestry, and fishing, 1960	22 Q	71 Q	22 Q
XV:190 Ratio of 1950 percent employed in construction to 1940 percent	29 A	73 A	49 A
XV:195 1960 percent of population attending school		75 A	
XV:269 1960 ratio of resident workers to workers in area		39 A	
XVII:33 Conservative elements: religious	32 A	46 A	
XVIII:6 Citizen pride in schools	24 U	34 U	
XXI:3 No. of school conflicts with civic institutions			21 Q
XXIV:18 Presenting both sides of issues as purpose of mass media		24 Q	

* The figures are taken from Tables 7.1, 7.2, and 7.3. The capital letter following the figure shows the criterion with which the variable is most highly correlated.

Variables XV:47 and XV:190 seem to afford favorable conditions for all three patterns of support. The nonurban setting with its peak of new construction behind is particularly helpful for the pattern of acquiescence with quiescence.

Conservative religious elements (XVII:33) and citizen pride in the schools (XVIII:6) are helpful to the patterns of acquiescence with understanding and of acquiescence with quiescence.

Agreement with the power structure (I:22) is helpful to the patterns of acquiescence with understanding and of acquiescence with less participation.

Otherwise, the conditions are unique. The pattern of acquiescence with understanding is helped by the superintendent's leadership ability (I:53), the use of cost accounting -- and what it implies about business procedures in general (X:16), and information procedures for parents (XII:23).

The pattern of acquiescence with quiescence is helped by the superintendent's experience (I:4), particularly by the proportion of the population in school (XV:195), the lack of commuter workers in the district (XV:269), and mass media that try to mediate issues (XXIV:18).

The pattern of acquiescence with less participation is helped uniquely only by the presence of school conflicts with civic institutions (XXI:3) -- a probable artifact.

Table 7.5 shows which conditions are most helpful when absent. Three variables are common to all three patterns. When individual criticism of the school administration (XVII:6) and of the tax level (XVII:9) are absent, each of the patterns is more likely to occur. The criticism of the tax level seems the more important of the two. Also, the use of letters and postcards to get out the parent vote signals a condition unfavorable to all patterns of success -- especially via less participation, because it encourages more participation.

Patterns of acquiescence with quiescence and of acquiescence with less participation occur more often in the absence of emphasis on salary increases in the campaign (XI:2).

Table 7.5. Conditions Whose Absence Enhances Pattern of Support.*

	Pattern:		
Variable	High U High A	High Q High A	Low P High A
XI:2 Salary increases emphasized in campaign -- S		-29 P	-26 P
XI:12 Use of letters and postcards to get out parent vote	-21 P	-31 P	-35 P
XI:24 Extent of emphasis on needs in campaign -- S		-49 A	
XIII:14 Ratio of schools to parent groups			-29 P
XV:9 Extent of neighborhood factions	-25 U&Q		
XV:22 Ratio of district per family income to state per family income, 1960		-43 P	
XV:114 Ratio of 20-29 age group in 1960 to 10-19 age group in 1950		-28 P	
XV:194 Ratio of percent of population in annexed area to percent population increase, 1950-60		-47 U	
XVII:6 Individual criticism of school administration -- O	-38 U	-25 U	-21 U
XVII:9 Individual criticism of tax level -- O	-59 A	-43 A	-52 A
XVII:49 Extent of individual criticism of schools -- BP	-20 P		-32 P
XIX:1 Informal advice on school policy by business leaders		-22 Q	
XX:9 Opposition to school policy by agricultural groups		-34 P	
XXII:16 Board educational goal: prepare children for citizenship	-28 A		-21 A
XXII:21 Covert action by board on major decisions			-24 Q
XXII:53 No. of situations where board disagrees			-22 A
XXIV:24 Mass media in "watchdog" role		-43 U	
Size of district		-44	

* The figures are taken from Tables 7.1, 7.2, and 7.3. The capital letter following the figure shows the criterion with which the variable is most highly correlated.

Patterns of acquiescence with understanding and of acquiescence with less participation are more frequent in the absence of large scale individual criticism (XVII:49) and in districts where the board does not see preparation of children for citizenship as an important goal (XXII:16).

One variable that uniquely locates the pattern of acquiescence with understanding by its absence is the extent of neighborhood factions (XV:9).

Districts that do not have a high proportion of the population in school seem to have to emphasize their needs (XI:24), with unhappy results on quiescence and acquiescence. In the absence of this emphasis, the pattern is more likely to come through favorably.

Other variables that uniquely locate the pattern of acquiescence with quiescence by their relative absence are: a higher per family income (XV:22), the holding power of the community (XV:114), recent population gain through annexation (XV:194), informal advice from business leaders (XIX:1), opposition from agricultural groups (XX:9), mass media in a "watchdog" role (XXIV:24), and size of district.

Variables that locate acquiescence with less participation by their relative absence are: ratio of schools to parent groups (XIII:14), covert action by the board on major decisions (XXII:21), and board disagreements (XXII:53). Districts with more parent groups, less covert action, and fewer disagreements are more likely to achieve success by this pattern.

Conditions under which acquiescence occurs without understanding, quiescence, or less participation

In Chapter II we pointed out that there was considerable deviation from each of the three patterns. Many districts achieved acquiescence without understanding, without quiescence, or without low participation. We shall look now at the conditions under which these deviations occur.

Table 7.6 shows the conditions whose presence seems to help achieve these successful deviations -- or at least to locate them. Several do appear to be artifacts. There is no obvious way in which any of the following might be helpful: II:30, V:21, XVII:6, XX:9, and XXII:6.

Table 7.6 Conditions Whose Presence Enhances Acquiescence in the Absence of Understanding, Quiescence, or Less Participation.*

Variable		Pattern: Low U High A		Low Q High A		High P High A	
I:4	No. of years experience as a superintendent	46	U	27	U	41	U
I:22	Agreement with power structure			38	A		
II:30	Student misconduct in the classroom -- P	49	U	24	U		
V:21	Negotiation by professional organization (profession, policies, training)					42	Q
XI:12	Use of letters and postcards to get out parent vote					27	P
XIII:14	Ratio of schools to parent groups					82	P
XV:22	Ratio of district per family income to state per family income, 1960			34	P		
XV:47	Percent employed in agriculture, forestry, and fishing, 1960					24	Q
XV:74	Ratio of 1950 percent employed in professions and administration to 1940 percent					32	A
XV:114	Ratio of 20-29 age group in 1960 to 10-19 age group in 1950	34	P	39	P		

Table 7.6, cont.

Variable		Pattern: Low U High A	Pattern: Low Q High A	Pattern: High P High A
XV:194	Ratio of percent of population in annexed area to percent population increase, 1950-60		20 U	
XV:195	1960 percent of population attending school			31 A
XV:269	1960 ratio of resident workers to workers in area	35 A		59 A
XVII:6	Individual criticism of school administration -- 0	46 U		
XVII:33	Conservative elements: religious			57 A
XX:9	Opposition to school policy by agricultural groups			46 P
XXII:6	No. of board members with teaching experience	29 Q		

* The figures are taken from Tables 7.1, 7.2, and 7.3. The capital letter following the figure shows the criterion with which the variable is most highly correlated.

The superintendent's experience (I:4) is notable for its presence in each of the situations where acquiescence is achieved in the absence of one of the other criterion variables.

The holding power of the community is greater in districts that achieve acquiescence while having low understanding or low quiescence (XV:114).

The lack of commuters into the area (XV:269) seems important to achieving success in the absence of understanding or in the presence of high participation.

Otherwise unique situations prevail. Districts that have acquiescence without understanding are subject only to the foregoing conditions.

Districts that have acquiescence without quiescence seem to get help from agreement with the power structure (I:22), higher family income (XV:22), and new district residents -- who may have favored the annexation because of educational opportunities (XV:194).

Districts that have acquiescence with high participation have fewer parent groups (XIII:14), but make use of letters and postcards to get out the parent vote (XI:12); they are in nonurban communities (XV:47) where there are more in the schools (XV:195) and where there is religious conservatism (XVII:33); and they have a critical group of professionals that supports education despite their views on the quality of it locally (XV:74).

Table 7.7 shows the conditions which, when absent, make it possible for districts to have acquiescence without one of the other three criteria -- or, again, at least they locate such districts.

Table 7.7. Conditions Whose Absence Enhances Acquiescence in the Absence of Understanding, Quiescence, or Less Participation.*

		Pattern:	
Variable	Low U High A	Low Q High A	High P High A
I:53 Superintendent as a school leader -- T	-64 U		
VII:10 Ratio of 1950 to 1940 pupil enrollment			-26 P
XI:24 Extent of emphasis on needs in campaign -- S			-43 A
XII:23 Information procedures for parents	-53 U		-29 U

Table 7.7, cont.

Variable		Pattern: Low U High A	Pattern: Low Q High A	Pattern: High P High A
XV:9	Extent of neighborhood factions			-20 U&Q
XV:42	Ratio of 1960 ratio of district to state imbalance toward high income to 1950 ratio		-23 Q	-22 Q
XV:47	Percent employed in agriculture, forestry, and fishing, 1960		-32 Q	
XV:114	Ratio of 20-29 age group in 1960 to 10-19 age group in 1950			-37 P
XV:194	Ratio of percent of population in annexed area to percent population increase, 1950-60			-50 U
XV:195	1960 percent of population attending school		-43 A	
XVII:9	Individual criticism of tax level -- 0		-33 A	
XVIII:6	Citizen pride in schools	-47 U	-23 U	
XIX:1	Informal advice on school policy by business leaders	-75 Q		-35 Q
XXII:16	Board educational goal: prepare children for citizenship	-25 A	-29 A	-33 A
XXII:21	Covert action by board on major decisions		-24 Q	
XXII:53	No. of situations where board disagrees	-36 A	-35 A	
XXIV:24	Mass media in "watchdog" role			-27 U

* The figures are taken from Tables 7.1, 7.2, and 7.3. The capital letter following the figure shows the criterion with which the variable is most highly correlated.

Districts that achieve acquiescence without understanding can be located by these attributes: teachers have a lower opinion of the superintendent as a leader (I:53); there are poor information procedures for parents (XII:23); and, citizens have less pride in their schools (XVIII:6). These are all determinants of understanding, and could be expected to be absent. What seem to help by being absent are these variables: the kinds of situations that impel the schools to seek advice from business leaders (XIX:1), that impel board members to set preparation for citizenship as an important educational goal (XXII:16), and that cause board members to disagree about what to do (XXII:53).

Districts that achieve acquiescence without quiescence can be located by these attributes: they lack a rising upper income class (XV:42); they lack nonurban characteristics (XV:47); they lack a high proportion of the population in school (XV:195); they lack citizen pride in schools (XVIII:6); and, they lack covert action on major decisions (XXII:21). Three of these are determinants of quiescence and could be expected to be absent. What seem to help by being absent are the lack of criticism on tax level (XVII:9), and the situations that give rise to the emergence of XXII:16 and XXII:53. The latter two correspond with helpful conditions for achieving acquiescence without understanding.

Districts that achieve acquiescence without less participation can be located by these attributes: two conditions that usually mean less participation are absent (VII:10 and XV:114); information procedures for parents are absent (XII:23); a rising upper income group is absent (XV:42); and, there is less recent annexation (XV:194). What seem to help by their absence are the conditions that lead to emphasis on needs in the campaign (XI:24), to informal advice by business leaders (XIX:1), and to the board educational goal of better citizenship (XXII:16), plus the absence of these specific conditions: neighborhood factions (XV:9) and the mass media in a "watchdog" role (XXIV:24).

Conditions under which understanding, quiescence, or less participation occur without acquiescence

The other part of the deviation picture is to locate and examine possible antecedents for districts that have one of the keys to acquiescence patterns (understanding, quiescence, or less participation) but do not achieve acquiescence itself.

The conditions whose presence are related to such deviations are given in Table 7.8.

Table 7.8. Conditions Whose Presence Enhances Understanding, Quiescence, or Less Participation without Achieving Acquiescence.*

Variable		Pattern: High U Low A		High Q Low A		Low P Low A	
VII:10	Ratio of 1950 to 1940 pupil enrollment			51	P	63	P
XI:2	Salary increases emphasized in campaign -- S	27	P				
XI:12	Use of letters and postcards to get out parent vote	34	P				
XII:23	Information procedures for parents	40	U	38	U		
XV:9	Extent of neighborhood factions					41	U&Q
XV:36	Ratio of district heterogeneity of income to state heterogeneity of income, 1960			30	U		
XV:42	Ratio of 1960 ratio of district to state imbalance toward high income to 1950 ratio					38	Q
XV:186	Ratio of 1950-60 district to state percent population increase ratio to 1940-50 district to state ratio			32	Q		

Table 7.8, cont.

Variable		Pattern: High U Low A		Pattern: High Q Low A		Pattern: Low P Low A	
XV:194	Ratio of percent of population in annexed area to percent population increase, 1950-60	55	U				
XVII:6	Individual criticism of school administration -- 0			57	U	59	U
XVII:9	Individual criticism of tax level -- 0			47	A	27	A
XIX:1	Informal advice on school policy by business leaders	34	Q				
XIX:3	Large taxpayers represented on board	48	P				
XXI:3	No. of school conflicts with civic institutions	37	Q				
XXII:16	Board educational goal: prepare children for citizenship					50	A
XXII:21	Covert action by board on major decisions					29	Q
XXIV:18	Presenting both sides of issues as purpose of mass media			22	Q		

* The figures are taken from Tables 7.1, 7.2, and 7.3. The capital letter following the figure shows the criterion with which the variable is most highly correlated.

It seems that information procedures for parents (XII:23) does not always promise acquiescence -- but it is consistently related to understanding. Recent annexation seems to be a concomitant of such procedures, perhaps leading to them (XV:194). Other concomitants are representation of large taxpayers on the board (XIX:3) and trouble with civic institutions (XXI:3). The latter, however, may arise from the tactics adopted in these districts: emphasis on salary increases (XI:2), use of letters and postcards to get out the parent vote (XI:12), and seeking informal advice from business leaders (XIX:1) -- none of which seem productive of acquiescence.

Quiescence without acquiescence is characteristic of districts whose total population growth in recent years (XV:186) occurs after a growth in pupil enrollment in prior years (VII:10). These districts have information procedures for parents (XII:23) and enjoy a helpful media performance (XXIV:18). However, they also have citizens with badly distributed income (XV:36), which seems to result in criticism of tax levels (XVII:9) and of the school administration (XVII:6) -- and less acquiescence.

Less participation without acquiescence has some of the same features. The growth in pupil enrollment is behind (VII:10) and there is imbalance in the income distribution (XV:42), with criticism of the tax level (XVII:9) and of the administration (XVII:6). But there is also the problem of neighborhood factions (XV:9) and of the situations which give rise to a board goal of better citizenship training (XXII:16). Covert action by the board is probably a concomitant of low participation (XXII:21).

Table 7.9 shows the conditions which, if absent, are related to understanding, quiescence, or less participation, but with less acquiescence.

Table 7.9. Conditions Whose Absence Enhances Understanding, Quiescence, or Less Participation without Achieving Acquiescence.*

		Pattern:	
Variable	High U Low A	High Q Low A	Low P Low A
I:4 No. of years experience as a superintendent		-46 U	
I:22 Agreement with power structure	-28 A	-40 A	

Table 7.9, cont.

			Pattern:	
Variable		**High U Low A**	**High Q Low A**	**Low P Low A**
II:30	Student misconduct in the classroom -- P	-34 U		
V:21	Negotiation by professional organization (profession, policies, training)		-50 Q	
X:16	Business procedures: use of cost accounting	-50 P	-66 P	
XV:9	Extent of neighborhood factions	-37 U&Q		
XV:47	Percent employed in agriculture, forestry, and fishing, 1960	-36 Q		-23 Q
XV:190	Ratio of 1950 percent employed in construction to 1940 percent	-24 A	-44 A	-45 A
XV:194	Ratio of percent of population in annexed area to percent population increase, 1950-60		-27 U	-23 U
XV:269	1960 ratio of resident workers to workers in area	-40 A		
XVII:6	Individual criticism of school administration -- O	-29 U		
XVII:33	Conservative elements: religious	-24 A		-41 A
XVII:49	Extent of individual criticism of schools -- BP	-22 P		
XIX:1	Informal advice on school policy by business leaders		-24 Q	
XIX:3	Large taxpayers represented on board			-25 P
XX:9	Opposition to school policy by agricultural groups		-37 P	-34 P

Table 7.9, cont.

Variable	Pattern: High U Low A	High Q Low A	Low P Low A
XXI:3 No. of school conflicts with civic institutions		-35 Q	-36 Q
XXII:53 No. of situations where board disagrees	-32 A		
Size of district		-38	

* The figures are taken from Tables 7.1, 7.2, and 7.3. The capital letter following the figure shows the criterion with which the variable is most highly correlated.

Districts with understanding but not acquiescence can be located by these attributes: they have less trouble with classroom behavior (II:30); they have fewer neighborhood factions (XV:9); they have less criticism in general (XVII:49) and of the administration in particular (XVII:6); and, they have fewer situations where the board disagrees (XXII:53).

What seem to be lacking for acquiescence are: agreement with the power structure (I:22), a history of previous growth (XV:190), the stability implied by such variables as XV:47 (nonurban communities), XVII:33 (conservative religious elements), and XV:269 (more resident workers), and, the control implied by the use of cost accounting (X:16).

Districts with quiescence but not acquiescence can be located by these attributes: they have less negotiation by professional organizations (V:21), less problems with recent annexation (XV:194), less need for informal advice from business leaders (XIX:1), less opposition from agricultural groups (XX:9), fewer problems with civic institutions (XXI:3), and, they are smaller.

They seem to fall short on acquiescence if they lack experienced superintendents (I:4) and good busines procedures (X:16)

-- because of what these imply about control, if they lack agreement with the power structure (I:22), and if they lack the kind of growth implied by a history of increased construction (XV:190).

Districts with low participation but without acquiescence have many of the same characteristics as those with high quiescence and low acquiescence (i.e., XV:194, XIX:3, XX:9, and XXI:3). But they are not smaller districts, nor do they lack problems of negotiation with professional organizations. Their unique lack is the quiescence implied by nonurban communities (XV:47).

The only conditions they lack which seem important to attaining acquiescence are the stability implied by conservative religious elements (XVII:33) and a history of previous growth (XV:190).

Review of Functional Relations

In addition to the observations on probable functional relations made in previous sections, we can use the data in Tables 7.1, 7.2, and 7.3 to further our knowledge of the functional relations between the 40 variables and the criterion variable to which they are correlated.

Two kinds of analyses of the data are possible. For the 30 variables correlated with understanding, quiescence, or participation, we can see if the relationship holds under one or both of the acquiescence conditions. If it holds only when acquiescence is high, then the variable is related to the support pattern involving the relationship between acquiescence and the criterion. If it holds only when acquiescence is low, then the variable may be functionally related to the criterion but not to the pattern of support for that criterion and acquiescence. If it holds under both conditions, then it can be said to be functionally antecedent to both the criterion and the particular pattern of support. The relative magnitude of the two relationships in the latter case shows which functional relationship is probably the more important.

The second analysis, for the 10 variables related to acquiescence, examines the relationship of each under the low and high conditions of each of the other three criteria. Here we can see if the variable is consistently related to acquiescence across all conditions. We can also see if the relationship is dependent on a particular condition of one or more of the other criteria -- as it would be, for instance, if the variable were unique to a given pattern of support.

The data in the following tables are based on Tables 7.1, 7.2 and 7.3. The entries show the difference in a given variable under the low condition of another criterion (acquiescence in the first three instances) and under the high condition.[3] Because about half the variables are negatively correlated, the differences are expressed according to the expected direction. A negative sign shows that the relationship is not in the direction expected, given the results of the earlier linear regression analyses.

Table 7.10. Relationships of 10 Selected Variables to Understanding under Low and High Conditions of Acquiescence.*

	Acquiescence:	
Variable	Low	High
I:4	39	-30
I:53	48	96
II:30**	44	61
XII:23	67	77
XV:9**	78	39
XV:36**	44	- 2
XV:194	79	- 4
XVII:6**	60	84
XVIII:6	7	71
XXIV:24**	- 8	- 3

* Entries are differences based on columns 1 and 2, and 3 and 4 of Table 7.1, with signs adjusted for expected direction of relationship.

** Negative relationship to criterion.

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[3] Our inferences are based on an assumption of symetry -- that if differences in a given variable appear under different conditions of criterion variables, then similar differences in the criteria would appear under different conditions of the given variable.

Of the ten variables correlated to understanding, all but one (XXIV:24 -- Mass media in "watchdog" role) show a relationship in the expected direction under the low condition of acquiescence. These nine can be regarded as having a functional relationship to understanding. Of the nine, three (I:4 -- No. of years experience as a superintendent, XV:36 -- a measure of income distribution heterogeneity, and XV:194 -- a measure of recently annexed population) have only this functional relationship. They are not related to understanding in the high condition of acquiescence.

Variable XV:9 (Extent of neighborhood factions) has a higher relationship with understanding in the absence of acquiescence than in its presence. The kinds of control that lead to acquiescence may diminish the effect of this condition when acquiescence is high.

Variable XXIV:24 is not related to understanding under either condition, and can probably be regarded as having an artifactual relationship with understanding.

Five variables have higher relationships with understanding under the high condition of acquiescence -- particularly XVIII:6 (Citizen pride in schools). We can view these as part of a configuration of effective control that results in acquiescence and in better understanding.

Table 7.11. Relationships of 10 Selected Variables to Quiescence under Low and High Conditions of Acquiescence.*

	Acquiescence:	
Variable	Low	High
V:21**	64	-15
XV:9**	3	- 2
XV:42**	35	-20
XV:47	6	103
XV:186**	-48	2
XIX:1**	50	17
XXI:3**	39	5
XXII:6**	15	25

Table 7.11, cont.

Variable	Acquiescence: Low	Acquiescence: High
XXII:21	7	35
XXIV:18	4	2

* Entries are differences based on columns 1 and 2, and 3 and 4 of Table 7.2, with signs adjusted for expected direction of relationship.

** Negative relationship to criterion.

Of the ten, only four have an appreciable relationship with quiescence under low acquiescence. These four, none of which has an appreciable relationship with quiescence under high acquiescence, can be viewed as functional antecedents of quiescence. They are variables V:21 (Negotiation by professional organization: profession, policies, training), XV:42 (A measure of the increase from 1950 to 1960 in an unbalanced income distribution), XIX:1 (Informal advice on school policy by business leaders), and XXI:3 (No. of school conflicts with civic institutions). When these are absent -- they are all negatively related to quiescence -- then quiescence seems probable.

Three variables (XV:47 -- a measure of nonurbanness, XXII:6 -- teaching experience among board members, and XXII:21 -- covert board actions) are more related to quiescence in the high condition of acquiescence. That quiescence is more likely in nonurban districts, where board members have no teaching experience, and where boards act covertly should probably be seen as antecedent to this pattern of support.

None of the ten enjoys an important relationship with quiescence under both conditions of acquiescence.

Three of the variables (XV:9 -- extent of neighborhood factions, XV:186 -- a measure of accelerated population growth, and XXIV:18 -- Presenting both sides of issues as purpose of mass media) show no indication of a functional relationship with quiescence.

Table 7.12. Relationships of 10 Selected Variables to Participation under Low and High Conditions of Acquiescence.*

Variable	Acquiescence: Low	Acquiescence: High
VII:10**	101	39
X:16**	26	- 4
XI:2	61	25
XI:12	63	62
XIII:14	- 8	111
XV:22	14	24
XV:114**	15	50
XVII:49	37	52
XIX:3	67	27
XX:9	45	51

* Entries are differences based on columns 1 and 2, and 3 and 4 of Table 7.3, with signs adjusted for expected direction of relationship.

** Negative relationship to criterion.

Here, in Table 7.12, we have a much different situation. Eight of the ten are related to participation under both conditions of acquiescence. That is, they have functional relationships to participation and to the pattern of support based on low participation. It seems that the tie between participation and acquiescence is closer, functionally speaking, than those between understanding or quiescence and acquiescence.

Variable X:16 (Business procedures: use of cost accounting) seems to be only symptomatic of low participation itself.

Variable XIII:14 (Ratio of schools to parent groups) is not important to participation itself but to the pattern of support deriving from low participation. Districts with this pattern have a lower ratio of schools to parent groups -- i.e., more parent groups. Districts that have high acquiescence with high participation have a higher ratio of schools to parent groups -- i.e., less parent groups.

Three of the variables (VII:10 -- Ratio of 1950 to 1940 pupil enrollment, XI:2 -- Salary increases emphasized in campaign -- S, and XIX:3 -- Large taxpayers represented on board) are more closely tied to participation itself than to the pattern of support.

Table 7.13. Relationships of 10 Selected Variables to Acquiescence under Low and High Conditions of the Other Three Criterion Variables.*

	Understanding:		Quiescence:		Participation:	
Variable	Low	High	Low	High	Low	High
I:22	34	67	58	60	41	51
XI:24**	24	14	2	48	24	58
XV:74**	- 3	-24	-16	-32	11	-52
XV:190	25	53	- 7	117	94	37
XV:195	1	27	-27	66	- 1	71
XV:269	45	60	42	46	28	93
XVII:9**	37	55	56	90	79	24
XVII:33	20	56	32	49	59	79
XXII:16**	54	48	58	41	71	38
XXII:53**	77	-27	61	-22	32	-11

* Entries are differences based on columns 1 and 3, and 2 and 4 of Tables 7.1, 7.2, and 7.3, with signs adjusted for expected direction of relationship.

** Negative relationship to criterion.

Variable I:22 (Agreement with power structure) is related to acquiescence under all conditions. Its larger relationship under the high condition of understanding suggests that its impact may derive in part from its role in this pattern of support.

Variable XI:24 (Extent of emphasis on needs in campaign -- S) is also related to acquiescence under all conditions. When there is no need for such emphasis, acquiescence is more likely. Its absence helps the least in low quiescence conditions -- that is, when there are other sources of conflict.

Variable XV:74 (Ratio of 1950 percent employed in professions and administration to 1940 percent) seems to be artifactually related to acquiescence in all but the low participation condition. When participation is low, the presence of these more critical citizens would count more against acquiescence.

Variable XV:190 (Ratio of 1950 percent employed in construction to 1940 percent) holds in all but the low quiescence condition. The demand implied helps except in conflict situations. It helps the most when conflict is absent and participation is low.

Variable XV:195 (1960 percent of population attending school) holds only in the high condition of all criterion variables. It seems to contribute to the success of understanding and quiescence support patterns. But more importantly, it contributes to acquiescence in the face of high participation. High participation does not hurt if the voters are mostly parents of children in school -- and there is no conflict.

Variable XV:269 (1960 ratio of resident workers to workers in area) holds under all conditions. Like XV:195, this index of stability is also an important help when participation is high.

Variable XVII:9 (Individual criticism of tax level -- 0) holds under all conditions. It follows the various patterns of support, its absence helping more in the presence of understanding and quiescence and in the absence of participation.

Variable XV:33 (Conservative elements: religious) holds under all conditions, its presence helping under high participation conditions particularly, but following the patterns of support for understanding and quiescence.

Variable XXII:16 (Board educational goal: prepare children for citizenship) holds under all conditions. If absent, acquiescence is more likely. But since we have taken this variable to indicate a kind of situation to which it is a reaction, changing the goal would not be of any help.

Variable XXII:53 (No. of situations where board disagrees) holds only under the low conditions of all three criteria. That is, such disagreements do not hurt if understanding, quiescence, or participation is high.

Finally, to conclude our review, we should note that I:22 (Agreement with power structure) is not related to understanding in the low acquiescence condition (Table 7,1). Thus we lose the one variable that seemed to have favorable impact on more than two criterion variables. Its relationship to understanding seems contingent on the support pattern of low participation and high acquiescence.

Chapter VIII

Informed Observers' Judgments of Effect

In this and a previous study, we asked persons holding key roles in school-community relations to evaluate the impact of a number of potential factors on local conditions.[1] In the earlier study, we inquired about 162 areas. For this study, we expanded the list to 169 areas. (See Appendix A, Volume III for the Inventory used.)

What we shall do in this chapter is to show the informants' evaluations of the 169 areas, listing the areas in order by the degree of favorable impact perceived for them by informants in all 153 districts responding to the Inventory. We shall also show, within each area, those variables that we found to have a significant correlation with at least one of our four criterion variables.

In this way, we can obtain an estimate of just how well observers in the districts see the operative factors in school-community relations. To the extent that they are correct, with respect to our more objective results on impact, we shall be able to pinpoint the specific way(s) in which this impact occurs. To the extent that they are incorrect, we shall be able to point out possible boomerangs if strategy were based on gross evaluations of probable impact.

We shall conclude the chapter with an overall assessment of the informants' judgments.

Further information on informant judgments of these 169 areas can be found in Appendix A. There the number of districts in which each area was perceived operative (N), the mean, the median, the standard deviation, and a measure of skewness are reported

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[1] The earlier study is reported in Carter and Sutthoff, op. cit., Chapter III.

The scoring system used for these judgments was as follows:

1 -- Hurt local school-community relations with great importance;
3 -- Hurt local school-community relations with some importance;
5 -- Have no effect;
7 -- Help local school-community relations with some importance; and,
9 -- Help local school-community relations with great importance.

Each area was stated neutrally in the Inventory. Our assumption is that favorable and unfavorable assessments apply to the presence of this area of potential effect in the district -- not its absence. Here, in a few cases, we have reversed the signs of correlations with criterion variables (from those given in Volume III) where the variable we viewed implied absence (e.g., XXIV:14, Lack of responsibility by mass media). The reader, therefore, is cautioned against using such listings below as a substitute for the listings in Volume III, relative to significant relationships with criterion variables. For example, while absence of mass media responsibility relates negatively to understanding, there is no assurance that its presence will relate positively to understanding.

For comparing objective results with these judgments, the reader should keep in mind that the negative relationship of a variable with participation may be seen as consistent with a judgment of favorable impact.

In the listing below, each area is identified by the number used in the Inventory. The mean for each area, in parentheses, precedes the name of the area. Under each area, the variables objectively measured are given by the identification used in the Summary of Retained Variables in Volume III. Relationships of these variables with criterion variables are given in parentheses following (e.g., +U indicates a positive relationship with understanding).

We have used only those variables with significant criterion correlations that were retained. In our listing, where "no significant criterion correlations" appears, we may be omitting a variable that was found to have a significant correlation. However, given the basis for omitting such variables, the most likely situation is that any omissions below are well advised, for such correlations are seen as artifacts of the relationship between another variable and the criterion.

5. (7.89) The administrator's educational values

    I:20 Superintendent attitude toward religion and public schools (-U)
    I:49 Superintendent's educational goal: prepare children for citizenship (-A)

30. (7.77) Student achievement

    II:21 Elementary student rank on national spelling test (+Q)
    II:25 Secondary student rank on national science test (+Q)
    II:34 Percent of students in honor society (+A)

154. (7.75) Open house or Back to School nights

    No significant criterion correlations

1. (7.73) The school administrator as a school leader

    I:52 Superintendent as a school leader (BP) (+U)
    I:53 Superintendent as a school leader (T) (+U)

121. (7.73) Parent-Teacher Associations and parent clubs

    XIII:1 Parent representation at state PTA meetings (-Q,-P)
    XIII:2 Activities undertaken by parent groups (+A)
    XIII:14 Ratio of parent groups to schools (-P)*

2. (7.72) The school administrator's professional qualifications

    I:4 No. of years experience as a superintendent (+U)
    I:6 No. of years superintendent taught in district (+A)

142. (7.60) Community use of school facilities

    XIV:9 No fees for community use of school facilities (+A)
    XIV:10 Permissiveness on community use of school facilities (+Q)

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* Sign reversed.

29. (7.59) Parent-teacher conferences

V:4 Parent-teacher conferences: preparation given teachers (+U)

8. (7.56) Relations between administrator and parents

I:28 Administrator-parent relations (S) (+U)
I:32 Administrator-parent relations (P) (+U)

17. (7.56) Program for retarded

III:3 Purpose of retarded student program: training in personal care (+U)

14. (7.55) Curriculum

III:27 No. of current NDEA experimental programs (-Q)
III:29 No. of other innovations (-Q)

145. (7.54) Relations between schools and industry

XXI:10 Employer satisfaction with local school product (+U)

160. (7.52) Public meetings sponsored by PTA or parent club

No significant criterion correlations

115. (7.50) Citizen pride in schools

XVIII:6 Citizen pride in schools (+U)

9. (7.49) Administrator as community leader

I:12 No. of offices held by superintendent in local, nonprofessional organizations (-Q)
I:24 Superintendent's social contacts with power structure (+A, -P)

12. (7.49) Teacher-pupil contact

II:37 Pupil-teacher ratio, 9-12 (-Q)

13. (7.48) Student pride in schools

No significant criterion correlations

26. (7.47) Student programs

II:4 Participation in student programs (-Q)

31. (7.47) Success of students upon leaving school

No significant criterion correlations

116. (7.45) Citizen pride in community

No significant criterion correlations

144. (7.44) Joint school and community programs

No significant criterion correlations

59. (7.43) Administrator's relations with other educational officials

I:14 Coordination with other educational officials (-Q)

68. (7.43) Relations between administrator and school board

I:29 Implementation of board decisions: superintendent reaction to accomplished change (+U, -Q)
I:47 Superintendent-board understanding (+Q, +A)

141. (7.43) Student participation in local events

No significant criterion correlations

123. (7.42) Staff study groups or workshops on school problems

No significant criterion correlations

103. (7.41) Civic and service clubs

XX:19 Support on school issues by civic and service clubs (-Q)

148. (7.40) Relations between schools and civic institutions

XXI:3 Lack of school conflicts with civic institutions (+Q)*

3. (7.38) The school administrator's personal characteristics

No significant criterion correlations

20. (7.37) Health services

IV:4 Health services: organization (-Q)

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* Sign reversed.

143. (7.37) Services by school personnel for community

No significant criterion correlations

161. (7.36) Bulletins published by PTA or parent club

XIII:4 Bulletins published by parent groups (-Q)

162. (7.36) Campaigning in financial election by PTA or parent club

XIII:12 Parent group participation in financial election campaign (-Q)
XIII:13 Parent group participation with schools in financial election campaign (+U)
XIII:16 Extent of parent group participation in financial election campaign (-A)

136. (7.35) Agreement among school representatives in financial election campaign

XI:6 Agreement among school representatives in campaign (+U, +Q, +A, -P)*

19. (7.34) Guidance and counseling services

IV:1 Scope of guidance program (-Q)
IV:9 Counselor-pupil ratio (+Q)

151. (7.34) School use of personal contacts with public

No significant criterion correlations

140. (7.31) Adult education program

III:12 Adult education program: percent devoted to citizenship training (-U)

15. (7.29) Summer school program

III:18 Purpose of summer school program: enrichment (-Q)

51. (7.29) Teacher behavior

No significant criterion correlations

48. (7.27) Quality of central office staff

VI:16 Percent of central office staff with a college degree (-Q)

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* Signs reversed.

25. (7.25) Student athletics

II:16 No. of athletic events scheduled weekdays after school (-P)
II:17 No. of athletic events scheduled weekday nights (-Q)

22. (7.24) Other special services

No significant criterion correlations

34. (7.24) Quality of teaching staff

V:51 Percent of grades K-6 teachers with any degree (-Q)
V:52 Percent of grades 7-8 teachers with any degree (-A)

147. (7.24) Services by community agencies for schools

No significant criterion correlations

18. (7.23) Teaching methods

III:22 Audio-visual facilities (-Q)

122. (7.23) Advisory committee to school board

No significant criterion correlations

134. (7.23) Needs emphasized during financial election campaig

XI:2 Salary increases emphasized in campaign (S) (-A, +P)
XI:24 Extent of emphasis on needs in campaign (S) (-U, -Q, -A)
XI:29 Extent of emphasis on needs in campaign (P) (-Q, -A)
XI:33 Salary increases emphasized in campaign (BP) (+P)

40. (7.22) Teacher participation in community affairs

V:41 Percent of teachers living in district (+U)
V:42 No. of community leadership positions held by teachers (+U)
V:43 No. of group contributions by teachers to community (-Q)

58. (7.22) State aid to district

XXV:9 Percent of district operating income from state aid (+A, -P)

153. (7.21) School use of bulletins or reports to district

XII:27 No. of informational publications (-Q)
XII:31 No. of informational publications for general public (+U)

16. (7.20) Program for gifted

III:6 Purpose of gifted student program: acceleration (-Q)

149. (7.20) School information program

XII:22 Information procedures for teachers (+U, -P)
XII:23 Information procedures for parents (+U, -P)
XII:30 No. of informational publications for staff (+A)

27. (7.19) Student newspaper

No significant criterion correlations

32. (7.18) School use of community resources

VIII:36 Classroom use of community resource persons (-Q)

150. (7.16) School use of mass media

XII:32 School use of mass media (-Q)

126. (7.14) Relations between local mass media and schools

No significant criterion correlations

152. (7.14) School use of public meetings

XII:1 School use of public meetings (-Q)

165. (7.14) Campaigning in financial elections by citizen committee

XXIII:18 Transportation service to polls by citizens' committee (-P)
XXIII:19 Voter registration by citizens' committee (+U)

37. (7.13) Loyalty of staff to administration

No significant criterion correlations

60. (7.12) District planning

X:1 No. of long range planning studies (-Q)

125. (7.11) Mass media coverage of school matters

XXIV:11 No. of reporters regularly assigned to cover school news (-A)
XXIV:23 Awards given local media for school coverage (-Q)

93. (7.10) School welfare activity

IV:7 School relations with welfare organizations: coordination (+A)

61. (7.09) Preparation of the budget

X:4 Teacher participation in budget preparation (-U)
X:20 Open hearing on budget (-Q)

124. (7.08) Mass media attitude toward local schools

XXIV:8 Mass media support of schools in last election (+U, -Q)
XXIV:9 Mass media support of schools during controversy (-Q)

50. (7.07) Relations between administrator and non-teaching personnel

No significant criterion correlations

158. (7.06) School use of organized personal contacts in financial election campaign

No significant criterion correlations

38. (7.06) Relations between administration and teachers

I:55 Administrator-teacher relations: staff morale (S) (+A, -P)

36. (7.05) Staff morale

V:12 Teacher satisfaction (+U)

128. (7.05) Mass media role in school-community relations

XXIV:18 Presenting both sides of issues as purpose of mass media (+Q)

35. (7.04) Quality of maintenance staff

VI:2 In-service training for maintenance staff (-Q)

49. (7.04) Supervision of teachers

VIII:27 Evaluation shown to teachers (-Q, -A)
VIII:28 Discussion of evaluation with teacher (-P)

120. (7.04) Citizen committees on school affairs

XXIII:1 Citizens' committee on school affairs (-U, -Q)
XXIII:3 Purpose of citizens' committee: policy issues (-Q

155. (7.04) School use of public relations counsel

No significant criterion correlations

127. (7.03) Mass media executives as community leaders

No significant criterion correlations

101. (7.03) Industrial and business leaders in district

XIX:1 Informal advice on school policy by business leaders (-Q)
XIX:9 Opposition to school policy by business leaders (-A

135. (7.03) School campaign preparations

XI:19 No. of endorsements important to campaign (-Q)
XI:21 Campaign organization (-Q)

47. (7.01) Organization of the staff

No significant criterion correlations

163. (6.99) Public meetings sponsored by citizen committee

No significant criterion correlations

164. (6.98) Bulletins or reports published by citizen committee

No significant criterion correlations

169. (6.98) Communications from community to school

No significant criterion correlations

43. (6.97) Staff organizations

V:20 Negotiation by professional organization (dismissal or tenure) (-Q)
V:21 Negotiation by professional organization (profession, policies, training) (-Q)
V:23 Percent of teachers in local union (-U)
VI:8 Non-teacher staff organization (-Q)

159. (6.97) School use of speeches during financial election campaign

No significant criterion correlations

102. (6.96) Chamber of Commerce

No significant criterion correlations

105. (6.95) Civic officials in district

XIX:12 Opposition to school policy by civic officials (-Q)

21. (6.93) Transportation services

IV:3 Scope of transportation services (+Q)
IV:10 Transportation: lack of accidents (+Q)*

69. (6.92) Relations within school board

XXII:51 Understanding among board members (+A)
XXII:53 Lack of situations where board disagrees (+U, +A)*

133. (6.92) Quality of school campaign preparation

XI:28 Lack of unanswered citizen questions in campaign (+U, -P)*

118. (6.91) Citizen participation in school activities

XVI:1 Major social event to which parents invited: academic (-P)

77. (6.89) School board reaction to proposed changes from administrator

No significant criterion correlations

75. (6.88) Educational values of board members

XXII:16 Board educational goal: prepare children for citizenship (-U, -A)
XXII:18 Board educational goal: give children sense of cultural heritage (+U)
XXII:59 Board attitude on religion and public schools (-U)

63. (6.86) Type of school district

No significant criterion correlations

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* Sign reversed.

45. (6.85) Hiring of teaching staff

VIII:16 Teacher hiring: no. of people involved (-A)
VIII:31 Teacher hiring: written exam (-Q)

4. (6.84) The school administrator's personal career goal

I:16 Superintendent's personal goal: administration outside education (+A)

62. (6.83) Adoption of the budget

X:12 Budget reviewing agency: no. of other functions (-A, +P)

73. (6.82) Relations between board and public

XIV:2 Board contact with public (-U, -Q)
XIV:5 Provision for reporting board action to public (-Q)
XIV:6 Citizen opinions allowed at board meetings (+U)
XIV:7 Citizen questions allowed at board meetings (-P)

92. (6.81) Student clubs

II:1 Invitational social clubs for students (-A)

107. (6.79) Agricultural organizations in district

XX:9 Opposition to school policy by agricultural group (+P)

52. (6.76) Promotional policy for staff

VIII:35 Percent of teachers promoted from within district (-Q)

53. (6.76) Assignment of staff

No significant criterion correlations

7. (6.75) The administrator's reaction to proposed change

I:31 Superintendent reaction to proposed change (+U, +A)

41. (6.75) Teacher participation in district policy making

No significant criterion correlations

129. (6.75) Responsibility shown in the local mass media

XXIV:10 Lack of problems in checking stories (S) (+Q)*
XXIV:13 Extent of checking stories by mass media (BP) (-Q)
XXIV:14 Responsibility by mass media (BP) (+U)*

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* Sign reversed.

70. (6.65) Selection of board members

XXII:24 Years needed to change board majority (+A)
XXII:44 Board member selection method: elected (-Q)
XXII:46 Years between board elections (-Q)
XXII:48 Area represented by board members: ward (+A)
XXII:49 Date requirement for board election (-Q)

74. (6.64) Qualifications of board members

XXII:12 Average time devoted to board business by board members (-U, -Q, -A)
XXII:42 Teacher evaluation of board members (+U)
XXII:43 Parent evaluation of board members (+U)

96. (6.64) Location of district in United States

Not assessed for relationship to criterion variables

65. (6.63) Unification of district

No significant criterion correlations

71. (6.63) Characteristics of board members

XXII:2 Average age of board members (+U)
XXII:3 Average educational level of board members (-Q, -A)
XXII:6 No. of board members with teaching experience (-Q)
XXII:8 No. of board members with children (-P)

11. (6.62) Discipline policy

II:8 Student participation in discipline (-Q)

55. (6.62) District business procedures

X:16 Business procedures: use of cost accounting (-P)
X:18 Business procedures: no. of estimates on nonbid items (-Q)

104. (6.62) Religious groups in district

XX:4 Religious groups represented on board (-Q)

146. (6.61) Official investigations of schools

XXI:8 No. of official investigations of schools (-U)
XXI:9 Favorable outcome of official investigations (+U)

57. (6.60) Federal aid to district

No significant criterion correlations

78. (6.56) School board procedures

XXII:10 Board policy on teacher grievance (+A)
XXII:21 Covert action by board on major decisions (+Q)

157. (6.53) School use of telephones in financial election campaign

XI:9 Use of telephone to increase voter registration (-Q, -A)

117. (6.49) Citizen understanding of school needs

XVI:5 Citizen knowledge of school needs (BP) (+U)
XVI:7 Citizen knowledge of school needs (P) (+U)

156. (6.47) School use of letters and postcards in financial election campaign

XI:12 Use of letters and postcards to get out parent vote (-Q, -A, +P)

82. (6.42) Stability of district wealth

No significant criterion correlations

72. (6.41) Public attendance at board meetings

XVI:3 No. of special interest groups attending board meetings (-U, -Q)
XVI:8 Board meetings: media attendance permitted (+A)

96. (6.33) School board reaction to proposed changes from public

No significant criterion correlations

24. (6.30) Promotion policy (students)

No significant criterion correlations

44. (6.29) Salary policies for teaching staff

VIII:2 Teacher salary: ratio of highest to lowest, grades 7-8 (-Q, -A)
VIII:12 Teacher salary levels: no. of criteria used (-Q)

132. (6.28) Timing of school financial elections

No significant criterion correlations

111. (6.26) Advice from outside the district

XXVI:4 No. of special sources for outside advice (-Q)

23. (6.25) Grading policy

IX:8 Basis for pupil evaluation: norm for grade level (-Q)

64. (6.24) Consolidation of district

No significant criterion correlations

138. (6.23) Definiteness of tax levy extension

XI:25 No. of tax levy restrictions (-Q)

130. (6.21) Mass media as "watchdogs" of public servants and public monies

XXIV:24 Mass media in "watchdog" role (-U)

106. (6.19) Labor unions in district

XX:2 Informal advice on school policy from labor unions (-Q)
XX:21 Support on school issues by labor unions (+U, -Q)

139. (6.16) Duration of tax levy extension

XI:30 Duration of tax levy extension (-Q, -A)

6. (6.07) The administrator's reaction to pressure

I:21 Communication with power structure (-Q, -P)
I:22 Agreement with power structure (+U, +A, -P)
I:30 Superintendent reaction to criticism (+U)

112. (6.06) Turnout at school elections

This is one of the criterion variables (-A)

56. (6.04) State fiscal requirements

No significant criterion correlations

10. (6.03) Student behavior

II:12 Student misconduct in the classroom (T) (-U)
II:30 Student misconduct in the classroom (P) (-U)

100. (6.01) Large taxpayers in district

XIX:3 Large taxpayers represented on board (+P)
XIX:7 Large taxpayers as absentee landlords (-U)
XIX:8 Opposition to school policy by large taxpayers (-U)

84. (6.00) Distribution of occupations in district

XV:98 1960 percent managers and officials (+U)
XV:103 1960 percent farmers and farm managers (+Q)
XV:104 1960 percent farm laborers and foremen (+Q, +A)
XV:105 Ratio of percent professional or technical to percent managers, officials, clerical, and sales, 1960 (+P)

94. (5.98) Degree of urbanization in district

XV:246 Ratio of 1950 reciprocal of fertility ratio to 1940 reciprocal of fertility ratio (-U)
XV:256 1960 percent population in urban place (-Q)
XV:261 Ratio of 1950 percent employed in sales, clerical, and kindred to 1940 percent (+A)

97. (5.92) District dependence on government contracts or installations

VII:9 District dependence on federal aid (+A, -P)

89. (5.89) Educational level of district population

XV:200 Ratio of district percent of total population with college education to state percent, 1960 (+P)
XV:201 Ratio of 1960 percent of total population with college education to 1950 percent (+Q)
XV:206 Ratio of district percent of total population with high school education to state percent, 1960 (-P)
XV:208 Ratio of 1950 percent of total population with high school education to 1940 percent (-U)
XV:230 Ratio of 1960 district to state mean educational level ratio to 1950 district to state ratio (-U, +Q)
XV:233 Ratio of district median educational level to state median level, 1960 (-Q)

90. (5.87) Relations between neighborhoods within district

XV:9 Extent of neighborhood factions (-U, -Q)
XV:10 No. of specific rivalries among neighborhood factions (-U, -Q, -A)

86. (5.84) Age of district population

XV:125 1960 median age (-A, +P)
XV:131 1960 mean-median age discrepancy (+A)
XV:134 Ratio of district mean-median age discrepancy to state discrepancy, 1960 (-U)
XV:141 Ratio of 1960 ratio of district to state percent in 5-14 age group to 1950 group (+U)
XV:148 Ratio of 1950 ratio of district to state percent age 21 or over to 1940 ratio (-A)

83. (5.82) Stability of population in district

XV:89 Ratio of 1960 reciprocal of percent living in different house than previous year, within county, to 1950 reciprocal (-Q, -P)
XV:95 1960 reciprocal of percent living in different house than previous year, within U.S. (+Q)

79. (5.80) Level of district wealth

XV:22 Ratio of district per family income to state per family income, 1960 (+P)
XV:27 1960 per capita retail sales (+U)
XV:28 Ratio of district per capita retail sales to state per capita retail sales, 1960 (+U)
XV:30 Ratio of 1950 per capita retail sales to 1940 per capita retail sales (-P)

131. (5.78) Competition among the mass media

XXIV:4 No. of mass media covering school news (-Q)

85. (5.70) Community holding power on youth

XV:114 Ratio of 20-29 age group in 1960 to 10-19 age group in 1950 (-P)

114. (5.69) Citizen attitude toward business outlook

XVIII:8 Optimistic citizen attitude toward business outlook (-U)

28. (5.66) Parochial schools

No significant criterion correlations

91. (5.65) Relations between communities within district

XV:11 No. of communities within district (-Q, -A)
XV:12 Relationship between communities within district (+U)

88. (5.62) Size of district population

XV:184	Percent population increase, 1950-60 (-P)
XV:186	Ratio of 1950-60 district to state percent population increase ratio to 1940-50 district to state ratio (-Q)
XV:187	Ratio of 1950-60 percent population increase to 1940-50 percent population increase (+P)
XV:190	Ratio of 1950 percent employed in construction to 1940 percent (+A)
XV:191	Ratio of 1950-60 percent employed in construction ratio to 1940-50 ratio (+P)
XV:192	Ratio of annexed area in the decade 1950-60 to area in 1950 (+A, -P)
XV:194	Ratio of percent of population in annexed area to percent population increase, 1950-60 (+U, -Q)
XV:195	1960 percent of population attending school (+A)

81. (5.58) Sources of district wealth

XV:47	Percent employed in agriculture, forestry, and fishing, 1960 (+Q, +A)
XV:48	Ratio of district percent employed in agriculture, forestry, and fishing to state percent, 1960 (+Q)
XV:59	Percent employed in manufacturing, 1960 (-A)
XV:60	Ratio of district percent employed in manufacturing to state percent employed in manufacturing, 1960 (-Q, -P)
XV:65	Percent employed in services, 1960 (-Q)
XV:68	Ratio of 1950 percent employed in services to 1940 percent (+A)
XV:74	Ratio of 1950 percent employed in professions and administration to 1940 percent (+A)

67. (5.54) Size of district

VII:10	Ratio of 1950 to 1940 pupil enrollment (-Q, -P)
VII:11	Ratio of 1960 to 1950 pupil enrollment (-P)
VII:14	Ratio of 1960 to 1950 district population (-P)

80. (5.46) Distribution of district wealth

XV:35	1960 heterogeneity of income (+A)
XV:36	Ratio of district heterogeneity of income to state heterogeneity of income, 1960 (-U)
XV:42	Ratio of 1960 ratio of district to state imbalance toward high income to 1950 ratio (-A)
XV:44	Ratio of district mean-median income discrepancy to state mean-median discrepancy, 1960 (+U, +A)
XV:46	Ratio of 1960 ratio of district to state mean-median income discrepancy to 1950 ratio (-U, +A)

87. (5.41) Racial composition of district population

XV:176 1960 percent born in Southern Europe (-U)
XV:181 1960 percent born in Latin America (-P)

46. (5.14) Firing of teaching staff

VIII:18 Teacher dismissal: build case for not renewing contract (T) (-Q)
VIII:22 Teacher dismissal: immediate firing (S) (+Q, +A)
VIII:33 Teacher dismissal: tenure policy (+Q)

39. (5.07) Teacher participation in school district election campaigns

V:15 Overall individual teacher participation in school elections (+P)
V:26 Individual teacher participation in district elections (-Q)
V:30 Individual teacher participation in tax elections (+P)
V:31 Individual teacher participation in budget elections (+P)
V:36 Individual teacher campaign participation: public discussions (+A, +P)
V:47 Group teacher participation in election campaigns (-Q)

95. (5.02) Degree of geographic isolation

XV:262 1960 rank on isolation index (more isolation) (+Q)*

66. (5.01) Property assessment procedure

X:13 Property assessment: selection of assessor locally (+U, -P)

98. (4.99) Degree of worker commuting outside district

XV:268 1960 percent using auto transportation (-Q)
XV:269 1960 ratio of resident workers to workers in area (+A)
XV:270 Ratio of 1960 ratio of resident workers to workers in area to 1950 ratio (-P)

99. (4.89) Political parties in district

XX:10 Action on school issues by political parties (-U)
XX:12 Percent of Democrats in district (+A)

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* Sign reversed.

119. (4.87) Conservative elements in district

XVII:33 Conservative elements: religious (+A)
XVII:34 Conservative elements: reactionary (-P)

113. (4.76) Citizen attitude toward taxes

No significant criterion correlations

54. (4.43) Turnover of teachers

No significant criterion correlations

110. (4.30) National critics of education

XXVI:6 No. of sources outside district for national criticisms heard locally (-Q)
XXVI:7 No. of sources inside district for national criticisms heard locally (+P)

42. (4.15) School employees running for political office

V:9 Staff running for political office (-Q)

108. (4.05) Organized local critics of schools

XVII:18 Organized opposition in last financial election (-A)*
XVII:35 No. of organized critic groups (S) (-U, -A)
XVII:50 No. of organized critic groups (BP) (-Q, +P)

109. (3.92) Individual local critics of schools

XVII:1 Criticism on meeting community needs (-U)*
XVII:6 Individual criticism of school administration (O) (-U)
XVII:8 Individual criticism of expenditures (O) (-U, -A)
XVII:9 Individual criticism of tax level (O) (-U, -A)
XVII:11 Individual criticism of board (O) (-U, -A)
XVII:46 Individual criticism of teacher capability (BP) (-U, +P)
XVII:48 Individual criticism of tax level (BP) (-U, -Q, -A)
XVII:49 Extent of individual criticism of schools (BP) (-U, -Q, -A, +P)

137. (3.73) Opposition campaign techniques

XVII:37 Organized opposition use of last minute attacks (-U, -A)

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* Sign reversed.

166. (3.69) Public meetings sponsored by opposition to schools

XVII:14 Individual opposition use of public meetings (-A)
XVII:23 Organized opposition use of public meetings (-P)

167. (3.42) Bulletins or reports published by opposition

No significant criterion correlations

33. (3.32) Students quitting before graduation

II:27 Low percent of eighth graders entering ninth grade (+Q)*
II:33 Percent of high school dropouts (+P)*

168. (3.29) Opposition use of mass media

XVII:15 Individual opposition use of radio/TV discussions (-Q)
XVII:17 Individual opposition use of letters to newspapers (-U)
XVII:24 Organized opposition use of radio/TV discussions (-Q)
XVII:41 Organized opposition use of letters to newspapers (-U, -Q, -A)

* * *

Of the 169 areas, 155 were above 5.00 in assigned ratings. That is, they were assigned positive impact on school-community relations.

A casual examination of the objective and subjective ratings is not too helpful. If one looks only at the top and bottom of the listing, the judgments look pretty close to the objective results -- with a few exceptions.

Before we present the results of a systematic comparison, we shall comment on one of those exceptions.

At the top of the listing, the most frequent discrepancy between judgment and criterion correlation centers on the negative correlation with quiescence (-Q). What seems to be happening is that some of these areas are seen as helpful in response to conflict, not just that the informants have misjudged the situation prior to conflict.

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* Sign changed.

To make a systematic comparison of subjective and objective assessments, we used the following procedure:

1. We divided the listing into 13 segments of 13 areas each;

2. We computed the ratio of favorable criterion relationships (+U, +Q, +A, -P) to unfavorable criterion relationships in each segment;

3. We assigned ranks to the 13 segments based on the favorable-unfavorable ratio; and,

4. We computed the rank correlation between listing ranks and the ratio ranks.

According to the above procedure, the rank correlation is .46. If we were to remove the negative correlations with quiescence (-Q), as ambiguous because of the time order problem, then the rank correlation would increase. But this gives the informants somewhat more than their due. Yet it also indicates the extent to which judgments may be, in fact, hypotheses by the informant about factors which may overcome, he hopes, past or present difficulties.

The procedures for computing the rank correlation also allow us to see in which segments of the listing the judgments are most at variance with objective results.

The greatest variance between judgment and correlation results comes in the next to the last segment. Primarily, the informants' problem is that district characteristics, which we derived from the census, furnish more favorable conditions than they are aware of.

In addition, the fifth segment contains more than the usual number of -Q correlations. Informants are here considered to be viewing areas as helpful in response to conflict, rather than mistakenly viewing them as antecedent conditions.

Generally, this rank correlational analysis overlooks two important kinds of discrepancies between subjective and objective estimates. Because it is based on the ratio of favorable to unfavorable impact assessments, it misses both of these significant observer errors: 1/ imputation of impact when none exists at all;

2/ imputation of impact to a whole area of factors when only one or several factors are operative.

We would point out that this particular listing is useful for considering alternative policies in some of the areas. It collects the data in a different way from the collation in Volume III so that, for example, one can easily assess alternatives for bringing teachers into election campaigns (Area 39). Rather quickly, one can see there that in only one manner does such participation promise a favorable result: having teachers participate in public discussions.

Chapter IX

Summary and Conclusions

From an initial collection of 860 possible factors in school-community relations and four criteria of those relations, we conducted a set of reductive analyses to examine the structure and process of school-community relations.

We began with a correlational analysis, testing each of the 860 variables for significant relationships with one or more of the criterion variables. Then we factor analyzed groups of these 860 variables by divisions. The result was some 256 variables that appeared to be possible factors in school-community relations.

We followed with further factor analyses, of those variables that were similarly related to a criterion variable -- positively or negatively. On the basis of these analyses, we selected 77 variables for further analysis (22 related to understanding, 16 related to quiescence, 20 related to acquiescence, and 19 related to participation).

These 77 variables seemed most likely to be functionally related to one of the criteria of school-community relations -- or seemed to represent a set of conditions that would have a functional relationship. Each of the four sets was subjected to multiple regression analysis, and ten variables from each were assessed as the most important contributors to the respective criterion variables.

Some important clarifications of functional relationships emerged. For instance, age of population was found to be positively related to acquiescence -- if the proportion of the population in school was controlled.

Having established that understanding, quiescence, and participation each had a significant relationship to acquiescence, but none to another, we inferred three patterns of support:

1. Acquiescence through understanding, based on open communication channels, effective communication techniques, and relevant content of communication.

2. Acquiescence through quiescence, based on demand for educational services in a nonconflict context.

3. Acquiescence through lower participation, based on effective control mechanisms and district stability.

Finally, we examined each of the 40 most important variables in the context of the four criterion variables, showing the bases for patterns of support, further clarifying functional relationships between variables and the criteria, locating districts that are successful in the absence of patterns of support, and locating districts where the means for the pattern of support are present but success is lacking.

What we have to report in summary are a number of functional relationships important to the process of school-community relations, and several general observations on the process as a whole.

Before turning to that summary, however, it should be pointed out that we occasionally lacked sufficient data to follow up potentially important conditions. Sometimes the problem was that schools did not have the data themselves -- a point that needs some attention in the future. In several other cases, a technique was employed by a minority of the districts, so that further use of the technique or a larger survey would be necessary for adequate study.

The listing that follows gives the variables that would repay future efforts to collect more data -- given their significant criterion relationships on small samples of districts:[1]

V:4 Parent-teacher conferences: preparation given teachers (+U)

XII:31 No. of informational publications for general public (+U)

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[1] The parenthetical suffix indicates the criterion with which the variable is related -- or most highly related -- and the direction of the relationship.

XV:12 Relationship between communities within district (+U)

XXI:9 Favorable outcome of official investigations (+U)

II:21 Elementary student rank on national spelling test (+Q)

II:25 Secondary student rank on national science test (+Q)

II:1 Invitational social clubs for students (-A)

II:34 Percent of students in honor society (+A)

V:36 Individual teacher campaign participation: public discussion (+A)

XI:30 Duration of tax levy extension (-A)

XII:30 No. of informational publications for staff (+A)

XVII:14 Individual opposition use of public meetings (-A)

XVII:37 Organized opposition use of last minute attacks (-A)

XVII:41 Organized opposition use of letters to newspapers (-A)

XXII:48 Area represented by board members: ward (+A)

X:12 Budget review agency: no. of other functions (+P)

XVII:23 Organized opposition use of public meetings (-P)

Understanding

From the results of the factor analyses and the subsequent multiple regression analysis, these ten variables appeared as the most important indicators of understanding:

Positive indicators

XII:23 Information procedures for parents

I:4 No. of years experience as superintendent

I:53 Superintendent as a school leader -- T

XVIII:6 Citizen pride in schools

XV:194 Ratio of percent of population in annexed area to percent population increase, 1950-60

Negative indicators

II:30 Student misconduct in classroom -- P

XVII:6 Individual criticism of school administration -- O

XV:9 Extent of neighborhood factions

XV:36 Ratio of district heterogeneity of income to state heterogeneity of income, 1960

XXIV:24 Mass media in "watchdog" role

Size of district is significantly related to XV:9 (Extent of neighborhood factions).

Further analysis in the context of acquiescence conditions removed XXIV:24 (Mass media in "watchdog" role) from any functional relationship with understanding. The obtained relationship is an artifact of the relationship between understanding and acquiescence.

This analysis also showed that three of the variables have only a functional relationship with understanding -- with no part played in the pattern of support based on understanding: I:4 (No. of years experience as superintendent), XV:36 (Ratio of district heterogeneity of income to state heterogeneity of income, 1960), and XV:194 (Ratio of percent of population in annexed area to percent population increase, 1950-60).

Quiescence

The factor analysis and multiple regression analysis yielded these ten variables as the most important indicators of quiescence:

Positive indicators

XXII:21 Covert action by board on major decisions

XV:47 1960 percent employed in agriculture, forestry, and fishing

XXIV:18 Presenting both sides of issues as purpose of mass media

Negative indicators

V:21 Negotiation by professional organization: profession, policies, and training

XIX:1 Informal advice on school policy by business leaders

XV:42 Ratio of 1960 ratio of district to state imbalance toward high income to 1950 ratio

XV:9 Extent of neighborhood factions

XXII:6 No. of board members with teaching experience

XXI:3 No. of school conflicts with civic institutions

XV:186 Ratio of 1950-60 district to state percent population increase ratio to 1940-50 district to state ratio

Size of district is significantly related to three of the negative indicators: XV:9 (Extent of neighborhood factions), XXI:3 (No. of school conflicts with civic institutions), and XXII:6 (No. of board members with teaching experience).

Analysis in the context of acquiescence conditions showed that three of the variables should be regarded as having artifactual relationships with quiescence: XV:9 (Extent of neighborhood factions), XV:186 (Ratio of 1950-60 district to state percent population increase ratio to 1940-50 district to state ratio), and XXIV:18 (Presenting both sides of issues as purpose of mass media).

Four of the variables have a functional relationship only with quiescence: V:21 (Negotiation by professional organization: profession, policies, training), XV:42 (Ratio of 1960 ratio of district to state imbalance toward high income to 1950 ratio), XIX:1 (Informal advice on school policy by business leaders), and XXI:3 (No. of school conflicts with civic institutions). They play no part in the pattern of support based on quiescence.

Acquiescence

These ten variables emerged as the most important indicators of acquiescence from the factor analyses and the multiple regression analysis:

Positive indicators

I:22 Agreement with power structure

XV:190 Ratio of 1950 percent employed in construction to 1940 percent

XV:269 1960 ratio of resident workers to workers in area

XVII:33 Conservative elements: religious

XV:195 1960 percent of population attending school

Negative indicators

XI:24 Extent of emphasis on needs in campaign -- S

XVII:9 Individual criticism of tax level -- O
XXII:53 No. of situations where board disagrees
XXII:16 Board educational goal: prepare children for citizenship
XV:74 Ratio of 1950 percent employed in professions and administration to 1940 percent

Size of district is significantly related -- negatively -- to three of the variables: XV:190 (Ratio of 1950 percent employed in construction to 1940 percent), XV:195 (1960 percent of population attending school), and XV:269 (1960 ratio of resident workers to workers in area).

We viewed each of the ten in the context of the other three criterion variables. Six hold up under all conditions: I:22 (Agreement with power structure), XI:24 (Extent of emphasis on needs in campaign -- S), XV:269 (1960 ratio of resident workers to workers in area), XVII:9 (Individual criticism of tax level -- O), XVII:33 (Conservative elements: religious), and XXII:16 (Board educational goal: prepare children for citizenship).

The 1940-50 increase in professionals and administrators (XV:74) is related to acquiescence only in the low participation condition -- where the criticism expected of these kinds of citizens would have the most impact.

The 1940-50 increase in construction (XV:190) is not related to acquiescence in the low quiescence condition. The demand for educational services implied works for the schools except in conflict situations.

The 1960 proportion of population attending school (XV:195) is negatively related to acquiescence when conflict is present, and unrelated in the low conditions of understanding and participation. It is an important component of the pattern of support based on quiescence. Further, because it is related to acquiescence in the high condition of participation, it suggests a condition of selective turnout -- of public school parents -- that achieves acquiescence without needing low participation. Conflict must be absent, however.

The number of situations where the board disagrees (XXII:53) holds only in the low condition of the other three criteria. If any of the three are high, then board disagreements do not have a deleterious effect on acquiescence. They are dangerous only if understanding is missing, if there is conflict, or if participation is low.

Participation

The factor analyses and the multiple regression analysis yielded these ten variables as the most important indicators of participation:

Positive indicators

XV:22 Ratio of district per family income to state per family income, 1960

XI:2 Salary increases emphasized in campaign -- S

XIII:14 Ratio of schools to parent groups

XI:12 Use of letters and postcards to get out parent vote

XX:9 Opposition to school policy by agricultural groups

XVII:49 Extent of individual criticism -- BP

XIX:3 Large taxpayers represented on board

Negative indicators

X:16 Business procedures: use of cost accounting

VII:10 Ratio of 1950 to 1940 pupil enrollment

XV:114 Ratio of 20-29 age group in 1960 to 10-19 age group in 1950

Size of district is significantly related only to X:16 (Business procedures: use of cost accounting).

Analyzed in the context of acquiescence levels, only one variable -- XIII:14 (Ratio of schools to parent groups) -- fails to have a relationship with participation apart from the pattern of support based on participation. And only one variable -- X:16 (Use of cost accounting) -- fails to play a part in the pattern of support.

The number of parent groups relative to the number of schools is quite important for achieving acquiescence through lower participation. This pattern of support needs more parent groups, so that turnout can be selectively controlled.

Eight of the variables (all but XIII:14 and X:16) have relationships with both participation itself and the pattern of support based on low participation. It seems that participation is functionally closer to acquiescence than either understanding or quiescence, given these results.

A Pattern of Nonsupport

We found that nine of the variables studied have significant correlations with more than two criterion variables. Eight of these imply unfavorable impact on school-community relations. The ninth, I:22 (Agreement with power structure), was found to have an artifactual relationship with understanding; so, in effect, there are no instances of multiple favorable impact -- beyond the patterns of support already cited.

What we have inferred, therefore, is that there is one way to go wrong in school-community relations, and several ways to come out all right.

The nature of the pattern of nonsupport can be seen in the regularity with which these multiple relationships contain the same elements: conflict and lack of acquiescence. And, in all but one, they contain lack of understanding.

Because some of these eight are not antecedent in time to conflict, but rather represent reactions to conflict, the lack of understanding is serious when it indicates an unsuccessful result of these reactions. That a variable like XXII:12 (Average time devoted to board business by board members) has a negative relationship with understanding is especially discouraging.

In addition to XXII:12, these seven variables were found to have multiple criterion relationships with unfavorable import:

XI:6 Disagreement among school representatives in campaign
XI:12 Use of letters and postcards to get out parent vote

XI:24 Extent of emphasis on needs in campaign -- S
XV:10 No. of specific rivalries among neighborhood factions
XVII:41 Organized opposition use of letters to newspapers
XVII:48 Individual criticism of tax level -- 0
XVII:49 Extent of individual criticism -- BP

Patterns of Support

Five variables are common to all of the patterns of support, two by their presence and three by their absence:

Conditions favorable if present

XV:47 Percent employed in agriculture, forestry, and fishing, 1960
XV:190 Ratic of 1950 percent employed in construction to 1940 percent

Conditions favorable if absent

XI:12 Use of letters and postcards to get out parent vote
XVII:6 Individual criticism of school administration -- 0
XVII:9 Individual criticism of tax level -- 0

In addition, some variables are uniquely helpful to one or two of the patterns of support.

Acquiescence through understanding is facilitated by the presence of I:22 (Agreement with power structure), I:53 (Superintendent as a school leader -- T), XII:23 (Information procedures for parents), XVII:33 (Conservative elements: religious), and XVIII:6 (Citizen pride in schools). It is also helped by the absence of XV:9 (Extent of neighborhood factions), XVII:49 (Extent of individual criticism -- BP), and the trouble indicated by XXII:16 (Board educational goal: prepare children for citizenship).

Acquiescence through quiescence is helped by the presence of XV:195 (1960 percent of population attending school) in particular, and also by the presence of I:4 (No. of years experience as a superintendent) and XV:269 (1960 ratio of resident workers to workers in area). The absence of these conditions is also helpful: XI:2 (Salary increases emphasized in campaign -- S), XI:24 (Extent of emphasis on needs in campaign -- S), XV:22 (Ratio of district per family income to state per family income, 1960), XV:114 (Ratio of 20-29 age group in 1960 to 10-19 age group in 1950), XV:194 (Ratio of percent of population in annexed area to percent population increase, 1950-60), XIX:1 (Informal advice on school policy by business leaders), XX:9 (Opposition to school policy by agricultural groups), and XXIV:24 (Mass media in "watchdog" role). This pattern is also more frequent in smaller districts.

Acquiescence through lower participation is achieved in the presence of I:22 (Agreement with power structure). It is also helped by the absence of XI:2 (Salary increases emphasized in campaign -- S), XIII:14 (Ratio of schools to parent groups), XVII:49 (Extent of individual criticism of schools -- BP), the difficulty that gives rise to XXII:16 (Board educational goal: prepare children for citizenship), XXII:21 (Covert action by board on major decisions), and XXII:53 (No. of situations where board disagrees).

Deviations from Support Patterns

We examined two kinds of deviations from the patterns of support: 1/ where acquiescence was high even though understanding was lacking, or conflict was present, or participation was high; and, 2/ where acquiescence was low even though understanding was high, quiescence was high, or participation was low.

Only two variables are common to acquiescence outside the support patterns of all three modes:

I:4 No. of years experience as a superintendent. This helps if present and the patterns are not operative.

XXII:16 Board educational goal: prepare children for citizenship. This helps if absent and the patterns are not operative. That is, it helps if the condition responsible for this goal is absent.

Districts that achieve acquiescence without understanding are characterized by the presence of two aspects of stability: XV:114 (Ratio of 20-29 age group in 1960 to 10-19 age group in 1950) and

XV:269 (1960 ratio of resident workers to workers in area). They also benefit from the absence of XIX:1 (Informal advice on school policy by business leaders) -- or the conditions responsible for such advice -- and XXII:53 (No. of situations where board disagrees).

Districts that achieve acquiescence without quiescence are aided by the presence of I:22 (Agreement with power structure), XV:22 (Ratio of district per family income to state per family income, 1960), XV:114 (Ratio of 20-29 age group in 1960 to 10-19 age group in 1950), and XV:194 (Ratio of percent of population in annexed area to percent population increase, 1950-60). The absence of these variables also helps: XVII:9 (Individual criticism of tax level -- 0) and XXII:53 (No. of situations where board disagrees).

Districts that achieve acquiescence with high participation benefit from a higher ratio of schools to parent groups (XIII:14), and from XV:195 (1960 percent of population attending school), XV:269 (1960 ratio of resident workers to workers in area), and XVII:33 (Conservative elements: religious). They also benefit from the absence of XI:24 (Extent of emphasis on needs in campaign -- S), XV:9 (Extent of neighborhood factions), XIX:1 (Informal advice on school policy by business leaders), and XXIV:24 (Mass media in "watchdog" role). For several of these, the benefit resides in the conditions being absent which ordinarily evoke these responses.

Districts that achieve understanding but not acquiescence derive their greater understanding from the presence of XII:23 (Information procedures for parents) and XV:194 (Ratio of percent of population in annexed area to percent population increase, 1950-60) and from the absence of II:30 (Student misconduct in the classroom -- P) and XV:9 (Extent of neighborhood factions). That acquiescence does not also occur seems due to the presence of two variables that indicate conflict (XIX:1 -- Informal advice on school policy by business leaders and XXI:3 -- No. of school conflicts with civic institutions) and three variables associated with high participation resulting from conflict (XI:2 -- Salary increases emphasized in campaign, XI:12 -- Use of letters and postcards to get out parent vote, and XIX:3 -- Large taxpayers represented on board). The absence of these conditions also works against acquiescence: I:22 (Agreement with power structure), X:16 (Business procedures: use of cost accounting), XV:47 (Percent employed in agriculture, forestry, and fishing, 1960), and XV:269 (1960 ratio of resident workers to workers in area).

Districts that have quiescence but not acquiescence obtain the quiescence from the absence of V:21 (Negotiation by professional organization: profession, policies, and training), XIX:1 (Informal advice on school policy by business leaders), and XXI:3 (No. of school conflicts with civic institutions). It also helps if they are smaller districts. Acquiescence seems to be prevented by the presence of XV:36 (Ratio of district heterogeneity of income to state heterogeneity of income, 1960) and the resulting criticisms of school administration and of the tax level (XVII:6 and XVII:9). The absence of I:22 (Agreement with power structure), I:4 (No. of years experience as a superintendent), X:16 (Business procedures: use of cost accounting), and XV:190 (Ratio of 1950 percent employed in construction to 1940 percent) also militate against acquiescence even though there is no conflict.

Districts that have low participation but not high acquiescence derive the lower participation from the presence of VII:10 (Ratio of 1950 to 1940 pupil enrollment) and from the absence of XIX:3 (Large taxpayers represented on board) and XX:9 (Opposition to school policy by agricultural groups). The lack of acquiescence seems to result from the presence of XV:9 (Extent of neighborhood factions), XV:42 (Ratio of 1960 ratio of district to state imbalance toward high income to 1950 ratio), XVII:6 (Individual criticism of school administration -- 0), and XVII:9 (Individual criticism of tax level -- 0), and from the absence of XV:190 (Ratio of 1950 percent employed in construction to 1940 percent), XVII:33 (Conservative elements: religious), XV:47 (Percent employed in agriculture, forestry, and fishing, 1960), and XV:194 (Ratio of percent of population in annexed area to percent population increase, 1950-60).

Informed Observer Judgments

As part of our research, we questioned ten persons in each district about the effect of 169 conditions on local school-community relations. Thus, we had these subjective estimates to compare with the objective estimates of our other data.

We sorted the 256 variables with significant correlations to one or more criteria into the 169 areas, then analyzed the differences between the subjective and objective estimates.

The most common difference was that observers felt some conditions had a favorable impact on school-community relations when, in fact, we found that the only significant relationship was a negative correlation with quiescence. What seemed to be happening was that the observers hoped these conditions would help in troubled situations. But, as we have seen, most response to conflict have little success in achieving acquiescence -- directly, or through a pattern of support.

A second difference of some importance was that observers often downgraded the effects of district characteristics (of the sort available in census data), perhaps because they are not the most obvious kinds of factors in school-community relations. But many of the helpful conditions for successful support are such district characteristics.

Dividing the 169 areas into 13 segments, and counting the ratios of favorable to unfavorable impact within each segment, we found a rank correlation of .46 between the subjective and objective orderings. This figure gives the observers more than their due, however. Because it was based on the ratios of favorable to unfavorable impact, it overlooks three important kinds of observer error:

1. There is no reduction in the correlation coefficient when the observers imputed effect to a condition but none was found. Of the 169 conditions, 155 were judged to have a positive impact by the observers. This is far beyond the situation as our data picture it.

2. The correlation coefficient does not reflect the numerous situations where observers erroneously impute effect to a condition when only a part of that condition is operative.

3. It does not give enough weight to the very important situations in which some negative effect does occur even though the ratio is favorable. Dangerous boomerangs are possible if the behavior of the schools is blindly predicated on the general observations rather than the specific findings.

The Process in General

In our earlier study, we found two very general characteristics of school-community relations in the data supplied by informed observers:[2]

1. Each factor in the process seemed to invariably work either for or against successful support of the schools.

2. The nature of the process seemed to consist of attempts by school leaders to maintain control by not upsetting a favorable balance of factors and, when the balance was threatened, to reestablish control by reacting to the specific source of the difficulty with some manipulative tactic.

The first of these has been clearly destroyed by our recent data. Whether a factor has a favorable or unfavorable impact is contingent upon other conditions. For example, XXII:53 (No. of situations where board disagrees) has an unfavorable impact only in the absence of understanding, quiescence, or participation.

The second of these needs considerable modification. We might still be justified in using it as a characterization of the process as seen by school leaders. The numerous reactions to difficulty suggest as much.

However, the failure of most of these reactions suggests that this picture of school-community relations is inaccurate -- and inadequate. Given a knowledge of the process, we would not expect such dismal failures as the indiscriminate use of citizens' committees and the unproductive efforts of school boards.

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[2] In that study we had no objective assessments, only the data supplied by informed observers. See: Communities and Their Schools, op. cit.

We found one way that generally characterized how districts ran into trouble: the conditions associated with a configuration of conflict, less understanding, and lack of acquiescence. It is this aspect of the process to which school leadership is attuned.

Their successful reactions to this aspect of the process depend on their -- or someone else's -- ability to somehow thwart this kind of situation. The most obvious is obtaining the help of the local power structure.

But there is more to the process than this. There are a number of conditions related to other ways of achieving support. Some are relatively stable district characteristics that enhance attempts to obtain support through understanding, through quiescence, and through lower participation. Some are conditions which the school leaders themselves have the power to alter -- for example, information procedures for parents and having teachers participate in election campaigns only as discussion participants.

Achieving support through quiescence is largely fortuitous -- at least it is for now. There is no control on the emergence of conflict, only attempted control of it when it becomes threatening. District characteristics, not school leaders, determine the presence of quiescence.

To some extent, the school leadership -- in response to difficulty or in anticipation of it -- has been successful in achieving support through understanding. This kind of control, through effective communication techniques, has been more closely tied to lower participation than to lack of conflict, however. There are no variables significantly related to both understanding and quiescence, but XII:22 (Information procedures for teachers) and XII:23 (Information procedures for parents) are both related to understanding and to lower participation. Similarly, more parent groups in the district helps achieve support through less, not more, participation.

The conditions, manipulable or not, available to attain better understanding should also be available to avert conflict, so that it need not be combatted. The superficial process of difficulty and response to difficulty can be replaced by intervention into the other aspects of process. Better understanding may not always lead to acquiescence, but it should invariably lead to a lack of conflict.

For this to occur, more effort has to be put into the support pattern based on understanding. Particularly, efforts must be directed along the lines suggested in the two previous studies of this project.[3]

If there is to be support for what is needed in public education, and not for just what is wanted by voters whose special interests can be manipulated, then something more than political sophistication has to become evident in school-community relations.

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[3] Informal Communication about Schools, op. cit., and Between Citizens and Schools, op. cit.

Appendix A

Additional Tables

Table A.1. Unrotated Factor Solution of Variables Positively Correlated with Understanding (Principal Components Solution).*

		Factor:														
Variable	h^2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
I:4	80	17	-01	-34	13	30	-04	-53	-03	-10	-08	-02	-47	07	-16	05
I:22	68	20	-03	-09	18	29	-29	16	-10	-10	31	28	-28	32	-13	-11
I:28	61	42	13	04	-09	05	-02	-02	32	14	-07	15	26	-17	-40	04
I:29	77	60	11	37	15	-13	-03	-08	10	14	-39	-07	-03	03	-14	-05
I:30	71	64	-09	35	10	-17	-01	-13	10	-15	-27	02	05	10	-04	-02
I:31	79	39	-22	44	-02	-20	-04	-12	26	15	-20	-13	-10	36	-04	-23
I:32	77	40	-10	07	-39	-35	-17	11	02	05	19	46	-06	-10	12	-04
I:52	74	56	-28	00	10	-13	-07	-13	01	-08	-18	46	17	04	-04	11
I:53	67	27	-25	13	43	20	-37	16	-05	03	03	03	04	-11	-19	28
III:3	63	32	-19	-08	-11	10	43	28	-32	-03	04	05	-22	15	-17	04
V:4	93	42	05	-22	57	-49	21	-03	16	-09	02	-21	-06	-05	-10	-01
V:12	72	27	-25	-11	46	-10	-17	06	-02	07	03	-28	-17	-29	26	-24
V:41	75	34	-07	36	12	-09	41	41	04	-17	15	-17	-15	-03	18	10
V:42	68	32	09	-06	17	23	10	-34	-12	11	54	00	01	18	-07	-10
X:13	57	14	-28	11	-05	-01	07	-17	06	38	26	12	-10	14	40	-02
XII:22	60	21	-28	13	39	24	-32	35	-02	-02	11	-03	00	06	-04	09
XII:23	63	55	-05	14	-34	-30	05	01	01	-11	15	17	-11	01	06	-08
XII:31	87	21	00	03	37	20	54	-10	-16	27	01	33	07	-23	-27	-12
XIII:13	86	25	00	-29	16	-20	-29	-06	36	46	31	-21	11	25	-08	-01
XIV:6	67	32	-45	-04	05	12	30	18	09	-40	02	-09	-19	06	00	03
XV:12	85	22	-21	-07	-18	61	01	22	-02	38	-35	-08	03	-01	16	05

Table A.1, cont.

		Factor:														
Variable	h^2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
XV:27	77	41	65	-05	06	00	19	16	-10	09	-07	-03	04	13	22	12
XV:28	80	48	62	-09	08	02	13	18	-12	12	-02	-08	09	15	18	17
XV:44	70	41	08	04	-29	00	-24	-09	-44	11	03	-31	09	03	-22	09
XV:46	59	30	-19	10	-43	-09	-18	16	-21	03	-14	-15	-22	02	-23	-13
XV:98	62	36	23	-04	-10	-31	-13	05	-45	-05	13	-17	16	10	-04	15
XV:141	64	36	37	-20	07	05	-42	-17	-16	-20	-01	07	-10	-15	11	-11
XV:194	67	53	39	-23	09	04	-02	27	-06	06	-11	19	-01	06	14	-14
XVI:5	63	25	-01	12	01	27	18	-26	-11	-30	08	-24	43	07	-03	-12
XVI:7	53	41	-29	-06	-31	-05	00	01	05	10	26	-09	-05	-21	-14	15
XVII:1	65	29	10	-29	-22	-04	-14	07	26	-34	07	-19	04	-16	-02	-39
XVIII:6	64	28	-22	28	06	20	22	-19	05	-11	26	03	38	00	21	-19
XX:21	73	25	61	02	04	27	-05	08	15	-03	-05	17	-15	-21	01	-32
XXI:9	94	44	-19	-73	-05	14	18	-27	-06	-03	-21	-05	00	-02	07	05
XXI:10	66	24	07	21	-19	36	-32	-11	11	-39	03	08	17	14	13	19
XXII:2	59	13	18	26	-20	54	17	02	21	03	07	-12	-15	09	-14	-02
XXII:18	65	23	-32	-36	-37	23	01	06	06	18	-16	-09	11	12	16	-23
XXII:42	73	28	-24	33	18	28	-30	06	-21	11	02	-08	06	-42	18	-06
XXII:43	69	45	-10	-03	-25	-12	16	-35	-14	09	07	-01	-11	-37	13	21
XXIII:19	82	20	-02	-50	-18	07	07	46	34	-02	22	-03	19	17	-21	06
XXIV:8	70	26	10	-09	-04	12	-04	-15	49	-08	-02	-04	-15	-03	19	51
VII:12	86	-05	49	55	-23	13	06	-11	17	12	21	-17	-24	-22	-11	01
% common variance accounted for:		18	9	9	8	8	7	6	5	5	5	4	4	4	4	4

* Loadings of ±.40 are underlined. Decimal points are omitted.

Table A.2. Unrotated Factor Solution of Variables Negatively Correlated with Understanding (Principal Components Solution).*

Factor:

Variable	h^2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
I:20	66	15	14	63	14	05	-07	03	05	-27	04	05	-04	-09	04	26	16
II:12	64	34	-26	31	23	05	-24	03	-06	05	-03	-25	15	-33	00	-20	03
II:30	67	12	-03	29	14	63	-11	-02	-05	25	19	12	-03	-17	-02	-07	00
III:12	87	28	13	32	-20	-24	-53	-28	-09	-15	19	-06	-11	21	-25	08	17
V:23	79	45	-29	29	15	-06	-18	26	21	-06	-16	-34	-29	-04	09	-05	06
X:4	67	44	-17	20	-12	-08	24	-38	-02	26	30	-11	04	00	-02	13	02
XI:6	76	15	41	-33	08	25	-29	02	-03	-24	-07	-14	01	27	33	09	-19
XI:24	57	37	14	04	-20	19	-10	09	-10	09	15	43	09	06	-01	-16	-23
XI:28	71	03	00	01	15	65	-20	-30	-09	04	-06	-15	-17	-22	-07	-10	-01
XOV"2	68	58	-31	-33	00	-02	-02	-07	14	08	-03	28	05	03	11	-10	04
XV:9	70	52	21	04	-25	12	03	-06	10	-27	-10	11	-09	-06	-14	-33	-25
XV:10	74	43	09	-04	-21	09	17	-18	-33	-38	-34	04	00	05	-12	-05	-21
XV:36	71	12	25	02	-05	-27	-24	-31	-19	14	-10	09	39	23	-19	-26	16
XV:134	63	-18	28	16	16	-13	-31	-16	-08	25	-25	-14	31	08	15	-04	-22
XV:176	68	15	09	49	-30	05	32	-31	-17	-11	17	08	07	-16	07	01	00
XV:208	71	04	16	38	04	-18	04	-19	25	21	21	15	-02	18	33	26	-30
XV:230	61	-04	56	23	-19	13	-20	33	01	04	-08	-04	07	04	-08	-12	08
XV:246	70	-11	34	-04	07	09	-10	-12	53	31	-17	08	-01	-05	-31	11	-02
XVI:3	69	66	-37	-02	10	-04	-02	18	-08	-10	-01	-09	-08	16	09	04	-05
XVII:6	76	35	15	10	11	-08	-02	23	-27	52	19	-11	-31	15	-06	-13	-09
XVII:8	76	49	34	01	11	-27	19	32	-25	21	00	-17	-17	-05	00	-09	00

Table A.2, cont.

Variable	h^2	Factor:															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
XVII:17	83	32	37	-08	-36	-23	13	-02	06	-05	34	-34	10	-31	-01	-10	-16
XVII:35	65	57	-09	-03	-02	-02	12	07	-13	02	-15	-17	23	15	-05	36	-12
XVII:37	83	29	51	-27	-29	-02	02	-02	26	17	-10	-17	-08	06	13	-04	39
XVII:41	84	54	09	-19	-26	09	09	00	25	22	-39	15	19	-27	11	10	-05
XVII:46	73	28	25	-03	59	-14	-14	-31	11	-08	06	21	-18	00	-01	-04	11
XVII:48	58	48	18	-30	24	-12	07	05	-06	-16	10	02	09	-23	-11	00	19
XVII:49	76	45	20	-30	51	-13	07	-11	-10	-15	17	02	01	-15	19	-06	09
XVIII:8	85	22	38	29	53	-14	22	-05	-10	-02	-38	22	-06	-02	06	01	-09
XIX:7	66	00	29	-04	11	27	-18	45	-04	-14	17	05	08	-04	-25	36	-09
XIX:8	66	11	18	-08	25	23	52	02	-01	22	02	-06	06	19	-36	02	-05
XX:10	64	31	27	18	-17	-10	-06	17	36	-17	08	09	-37	-04	20	-11	-05
XXI:8	78	34	09	-15	02	35	05	-41	10	-05	-07	-50	-16	15	03	14	-06
XXII:12	80	71	-38	06	02	11	02	03	31	09	02	-01	-07	12	-05	-04	09
XXII:16	68	18	05	07	-20	24	-05	03	-37	27	-12	18	08	-17	39	14	28
XXII:53	66	22	10	-12	-04	33	18	04	01	-16	25	15	22	38	07	-03	36
XXII:59	75	03	25	61	-01	16	32	16	03	-12	-18	-10	03	23	05	-12	17
XXIII:1	61	50	-09	-23	-16	06	-32	05	-26	15	08	06	-18	13	01	07	-08
XXIV:14	66	31	17	-06	17	07	-06	07	18	-09	44	06	47	-05	-02	00	-17
XXIV:24	68	44	11	-03	-18	-19	-12	-03	-12	-02	-17	16	-11	-24	-25	42	11
VII:12	83	59	-54	26	00	-06	-08	10	16	-01	-15	13	-03	14	-15	-06	-03
% common variance accounted for:		19	10	8	7	6	6	6	5	5	5	4	4	4	4	4	3

* Loadings of ±.40 are underlined. Decimal points are omitted.

Table A.3. Unrotated Factor Solution of Variables Positively Correlated with Quiescence (Principal Components Solution).*

		Factor:						
Variable	h^2	1	2	3	4	5	6	7
I:47	61	-03	24	-09	06	-62	-37	-17
II:21	87	14	84	-18	-29	-09	-01	15
II:25	82	12	84	-25	12	13	-10	08
IV:3	60	23	37	-19	11	-31	50	11
IV:9	70	55	26	32	40	-17	-17	-10
VIII:22	63	18	-01	29	-28	-38	-52	-13
VIII:33	62	32	-30	17	44	-40	02	23
XIV:10	51	23	12	60	-17	-14	20	01
XV:47	91	89	-26	-21	-05	00	-07	00
XV:48	69	75	-13	-24	-18	00	13	-02
XV:95	62	41	07	-13	27	-16	03	58
XV:103	85	85	-31	-09	02	03	-11	06
XV:104	78	71	-35	-22	-28	16	-04	-05
XV:201	71	46	36	40	22	36	-02	-19
XV:230	75	58	30	38	13	34	09	-19
XXII:21	71	-16	-19	62	-25	-11	22	37
XXIV:18	80	15	-04	-09	-03	-46	52	-54
VII:12	71	-31	-25	-11	72	09	-01	-13
% common variance accounted for:		31	19	12	11	11	8	8

* Loadings of ±.40 are underlined. Decimal points are omitted.

Table A.4. Unrotated Factor Solution of Variables Negatively Correlated with Quiescence, Set A (Principal Components Solution).*

		Factor:																	
Variable	h^2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
I:12	61	58	-22	05	02	07	-17	08	17	-17	-02	13	-23	12	03	11	-01	16	03
I:14	74	06	20	24	59	03	-17	04	13	06	-13	-17	01	17	35	-11	04	19	02
I:21	67	07	15	25	55	-26	07	00	-05	-17	16	-02	-19	01	11	03	-02	13	-29
I:29	73	31	-08	27	-18	-17	-38	-06	21	09	-39	26	03	-16	-19	-06	04	02	07
II:4	83	44	24	28	15	-13	-06	-01	04	16	-05	-24	17	02	-26	-08	-45	20	-12
II:9	65	20	16	18	05	08	-12	28	24	-40	21	03	06	-09	-13	33	21	01	02
II:17	62	26	41	17	10	04	-14	-23	-10	28	-05	-25	-19	-04	-10	03	26	-03	02
II:27	83	13	-01	42	-39	12	-20	-33	-14	-13	-01	22	13	31	26	-09	06	07	19
II:37	77	30	17	19	07	-47	-35	-12	-10	-18	-27	-04	03	11	-14	-20	09	08	-20
III:6	73	47	-20	-22	-14	-09	01	-13	30	30	00	-19	11	-13	16	10	-12	02	-29
III:18	70	35	-05	14	-17	02	32	25	24	30	28	-06	05	10	-06	08	19	06	-26
III:22	76	60	-32	09	06	24	-12	-02	-02	-03	-24	-07	-09	-17	-01	-17	23	-16	03
III:27	73	21	24	-19	12	-13	08	-18	-03	-30	-29	-14	15	06	24	36	03	-29	-18
III:29	75	47	-46	-13	26	05	-03	-06	-19	04	16	21	-06	05	12	-09	-16	-22	13
IV:1	73	40	-03	10	02	34	25	-16	-25	20	19	13	00	02	-32	-08	-14	-21	-18
IV:4	76	67	-16	09	-06	08	35	-07	-16	-13	03	-10	08	03	14	02	06	13	20
IV:10	70	17	04	-16	12	-19	-01	-39	-05	-32	33	18	28	02	-10	-11	10	-27	-10
V:9	68	46	-02	-08	16	-07	-14	-05	-34	04	42	00	16	-17	15	02	-14	13	-01
V:20	75	18	14	30	15	-25	08	-06	-36	43	01	10	-39	03	00	11	-04	-17	08
V:21	76	19	32	06	-19	-09	-31	-05	26	10	31	-36	01	23	16	-08	-20	-22	05
V:26	73	29	17	-10	-29	-34	-10	13	-31	-18	06	-07	-47	-01	-09	06	-06	07	02

Table A.4, cont.

Variable	h^2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
		Factor:																	
V:43	66	33	-20	-04	08	00	18	41	-05	-21	-10	17	-19	07	-08	-17	-36	00	-09
V:47	71	24	09	00	-28	00	-11	24	-15	-30	24	-19	05	-09	04	-50	07	10	-02
VI:2	72	37	14	11	-01	14	-04	19	-30	-02	-31	20	12	-21	29	10	09	03	-31
VI:8	72	62	-03	-12	-26	-20	-12	31	-10	-17	-07	-07	03	10	-01	20	-04	-07	02
VI:16	74	19	42	17	-06	-02	10	01	48	-20	17	01	-21	-25	-05	12	-13	-04	19
VII:10	80	-04	25	37	-24	-17	46	-27	-18	-21	14	-16	01	-06	-11	-10	18	-12	-17
VIII:2	77	70	-13	-15	-25	16	-12	-15	-11	00	08	-12	-01	11	05	03	11	24	-06
VIII:12	65	39	18	17	-31	26	09	-06	-02	19	-19	-01	26	-22	-19	-10	-13	05	04
VIII:18	72	07	21	-07	-06	-31	12	-23	-01	15	08	36	-01	44	-09	05	13	34	03
VIII:27	67	41	-06	-09	-31	20	25	07	31	-02	03	08	-12	26	05	-07	21	08	-22
VIII:31	61	34	-47	00	23	-02	-15	-25	08	-12	11	-18	-02	-13	-09	16	04	-08	09
VIII:35	75	45	-20	20	-11	-41	28	26	03	16	-06	04	-02	-19	-04	10	16	00	21
VIII:36	70	50	08	20	17	44	-03	-13	-04	-09	-07	-18	-19	-25	-04	-02	09	00	-11
IX:8	57	45	12	06	-14	03	05	-39	-06	03	-01	02	-12	-09	15	23	-12	12	21
X:1	75	50	12	07	19	23	-21	04	05	14	22	23	11	20	-15	37	00	-05	-06
X:18	66	27	00	-13	-03	-35	52	-14	15	-11	-16	-17	-12	-02	08	-03	-10	-06	14
X:20	71	45	-18	07	25	07	30	12	01	-13	-16	-20	26	26	04	-01	-17	20	10
XI:6	80	01	52	-23	03	05	05	-01	-15	-11	13	16	31	-38	-02	10	-07	31	21
XI:9	70	26	42	-20	28	36	11	18	01	-06	-01	16	-24	14	-06	-16	06	-03	13
XI:12	69	33	40	-16	12	30	01	-09	10	-04	-11	-22	-01	27	-14	-13	05	-17	26
XI:19	70	34	11	-24	28	-32	-12	18	11	13	-02	01	25	00	-35	-11	22	-02	08
XI:21	79	47	39	-25	06	-05	03	41	-25	07	-06	12	14	05	05	-01	10	-23	06

Table A.4, cont.

		Factor:																	
Variable	h^2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
XI:24	81	24	16	-22	36	-10	30	-19	27	16	02	25	-03	-25	27	-29	18	12	01
XI:25	75	26	08	17	-17	-14	-25	32	09	29	30	00	01	-13	42	-16	05	-16	08
XI:29	73	21	23	-31	-14	10	-20	-24	24	-14	01	33	-31	-15	00	-12	-20	05	-23
XI:30	99	31	19	-83	-20	-12	-05	-14	-05	17	-19	-10	00	05	06	02	-04	-04	-03
V:51	82	30	19	45	-05	-14	14	-04	25	-08	-16	38	22	07	13	-08	-21	-32	00
VII:12	78	50	-53	-12	19	-25	-10	-19	14	-05	11	03	01	-07	-15	-12	06	-01	08
% common variance accounted for:		19	8	7	7	6	6	5	5	5	4	4	4	4	4	3	3	3	3

*Loadings of ±.40 are underlined. Decimal points are omitted.

Table A.5. Unrotated Factor Solution of Variables Negatively Correlated with Quiescence, Set B (Principal Components Solution).*

Variable	h^2	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
XII:1	57	39	-34	33	-24	04	-01	-13	04	08	11	-08	13	25	01	02	05	06	06
XII:27	77	58	-29	-15	01	14	22	07	01	-06	44	01	-07	02	-04	01	08	-20	01
XII:32	50	47	-25	03	14	21	06	04	-18	-28	05	11	-09	-05	-01	09	01	03	07
XIII:1	72	49	27	13	46	11	-09	18	-08	09	-01	15	12	07	16	06	-06	19	04
XIII:4	66	57	06	09	34	-10	-31	-07	20	-03	09	05	01	-04	07	-16	-03	-01	-06
XIII:12	72	48	06	03	04	-22	-34	18	17	08	05	05	05	11	12	34	16	-14	-25
XIV:2	68	69	01	01	-13	08	01	11	08	01	-17	27	-07	-16	-04	05	-11	14	02
XIV:5	64	26	04	17	-24	-10	-14	17	-29	-36	-13	-10	-02	04	03	-36	22	01	09
XV:9	79	27	06	09	-55	14	-05	00	-05	13	23	04	17	03	27	00	-38	-14	-20
XV:10	70	34	-24	26	-35	-06	-06	01	-02	22	37	17	14	17	-10	-03	-23	-06	-07
XV:11	74	11	40	21	-23	-08	-13	07	-29	35	04	00	-05	-21	-35	-16	07	-02	-17
XV:42	59	-21	14	01	00	-12	13	25	-21	27	-01	-17	04	-19	-18	-19	-28	29	12
XV:60	72	19	38	07	-05	-06	-44	07	-10	-17	15	12	30	-15	04	24	27	-01	12
XV:65	52	34	-20	27	35	12	17	-01	08	22	00	-04	-10	-09	11	-17	-06	03	-09
XV:89	75	06	13	54	12	33	22	04	05	13	-12	-17	-25	-20	08	16	-06	-10	-21
XV:186	72	04	41	07	-04	28	04	-10	-35	08	24	31	03	19	-22	-03	-04	-29	08
XV:194	73	30	-22	27	43	-01	13	14	-01	-19	-11	26	08	26	-20	-03	-17	-10	-16
XV:233	73	29	01	43	01	-03	-17	-49	-04	-08	-15	-02	-32	-07	-02	10	-19	-06	05
XV:256	76	59	-20	20	38	-12	-17	-18	15	-12	01	06	02	-08	13	-10	-11	-07	14
XV:262	69	55	-15	-01	45	13	02	17	-05	04	04	03	-12	-17	10	-02	05	-10	20
XV:268	76	00	25	65	03	-20	-19	-08	00	-12	11	00	10	-30	21	02	02	-03	-14

Table A.5, cont.

Variable	h^2	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
XVI:3	73	76	-03	-27	-03	-06	-02	-07	09	-04	-05	-01	17	00	-09	-07	04	09	06
XVII:15	83	34	28	01	06	42	44	-18	-10	16	-09	-14	23	-04	08	28	15	10	-07
XVII:24	150**	74	90	-20	20	12	-06	-06	-04	04	00	-04	-05	15	02	-08	-01	-06	01
XVII:41	78	40	-15	15	-54	38	-04	14	-16	-11	-20	12	-05	-11	07	03	-03	-03	08
XVII:48	67	29	14	12	-39	-15	02	-01	49	07	-12	04	06	-01	-08	22	00	02	25
XVII:49	81	34	38	14	-19	-20	25	14	49	21	-15	10	-03	06	-05	02	-01	-10	17
XVII:50	72	56	17	-23	-14	-21	07	-14	06	22	-25	-05	-27	16	04	-09	04	-04	06
XIX:1	70	12	-22	29	00	21	-15	23	-18	16	-09	-15	-24	31	00	04	40	16	-01
XIX:12	66	35	-02	13	-13	-21	-12	02	-12	04	-26	-43	21	24	15	-14	-19	02	07
XX:2	79	51	-43	14	07	00	14	34	-07	25	01	01	18	-17	03	00	03	-01	23
XX:4	65	00	36	15	06	25	-04	-30	00	05	22	07	-10	15	21	-20	05	27	33
XX:19	59	40	-08	00	03	-39	-17	-01	-27	-09	-20	-03	03	13	02	-12	-17	08	-23
XX:21	89	54	06	-27	30	-05	20	06	-15	-01	-28	01	29	22	-21	06	-10	-31	08
XXI:3	79	25	-02	-01	02	18	03	13	15	-23	53	-27	-03	30	-10	07	-15	32	01
XXII:3	65	47	-18	16	-16	-14	06	-21	25	-30	-01	-03	-23	01	-26	-06	-01	06	05
XXII:6	69	44	02	-14	08	-21	-01	-05	07	09	03	27	-14	07	-24	07	09	33	-37
XXII:12	76	66	-01	-31	-15	10	04	04	02	00	02	09	-08	-37	14	-10	-08	05	03
XXII:44	79	-11	08	41	12	-06	14	02	18	-17	18	-09	22	-29	-53	-20	09	-04	03
XXII:46	77	47	16	-07	-22	-09	09	37	-14	-26	-09	-11	-26	-02	-18	31	-03	09	-01
XXII:49	80	09	-36	27	07	-14	08	-48	-29	36	-09	07	03	06	-13	22	00	12	13
XXIII:1	72	54	18	03	-23	-08	17	-28	-15	-12	15	-10	-17	06	-03	-18	19	-23	06
XXIII:3	83	13	43	21	00	-25	42	-03	-23	-35	08	09	02	00	11	19	-17	29	00

Table A.5, cont.

Variable	h^2	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
XXIV:4	69	62	-25	00	-09	-11	-16	08	-30	11	02	14	-13	-17	-06	05	09	01	04
XXIV:8	81	20	11	10	08	43	-48	04	07	01	-17	-31	24	-05	-29	08	-16	11	12
XXIV:9	86	21	-06	16	-18	69	-09	-08	24	-12	-28	00	08	13	-12	-14	06	01	-25
XXIV:10	76	29	-14	17	-22	-09	42	-04	-03	-26	-17	09	42	-04	22	-11	18	09	-08
XXIV:13	76	38	-08	06	07	-25	05	-02	-09	00	20	-59	-05	-05	-01	30	00	-21	03
XXIV:23	73	43	03	-33	10	09	13	-37	-01	-04	00	-30	12	-24	-05	-05	07	01	-29
XXVI:4	56	38	-15	-15	-06	-12	-04	-31	02	24	10	04	26	-03	-07	01	26	20	-01
XXVI:6	70	27	16	32	03	-16	20	39	17	23	12	-13	-04	11	14	-28	19	00	-13
VII:12	84	61	-15	-54	-11	17	-13	-02	03	05	15	-10	-06	-16	05	-11	-11	05	-06
% common variance accounted for:		23	8	8	7	6	5	5	4	4	4	4	4	3	3	3	3	3	3

* Loadings of ±.40 are underlined. Decimal points are omitted.

** Unstable because of low N.

Table A.6. Unrotated Factor Solution of Variables Negatively Correlated with Quiescence, from Sets A and B (Principal Components Solution).*

		Factor:														
Variable	h^2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
I:21	70	19	-03	36	16	-06	20	-10	02	57	31	-10	-03	-09	10	-03
I:29	71	23	15	-34	34	-11	21	08	34	-12	-35	-21	-15	10	-02	08
II:9	47	26	15	25	22	-08	-02	25	15	13	-04	09	-30	11	-16	16
II:27	82	03	32	-36	-33	02	28	17	28	-01	04	13	-11	-13	11	47
III:27	64	29	-25	24	-16	-35	-16	00	07	-07	02	06	-48	-06	11	-04
IV:1	69	39	-04	08	-12	29	18	-04	-10	-16	-01	28	34	18	20	32
IV:10	59	30	-27	15	-26	11	26	36	06	27	-16	-03	-08	-04	05	-10
V:21	70	12	46	-14	-25	-03	-06	26	-26	25	-07	17	-27	25	-10	-10
V:26	62	32	39	07	-17	-01	-22	-21	18	09	-11	-29	04	-23	-19	-03
V:43	68	39	25	10	29	35	-05	-33	03	-07	06	23	05	-19	-12	-24
V:47	57	24	45	-03	00	11	-16	15	-08	09	-12	01	18	-34	18	-21
VIII:18	61	04	07	02	-37	22	24	-14	33	07	22	-34	-10	05	21	06
VIII:31	70	42	-40	-30	09	-14	-21	04	-11	14	-06	03	21	-22	11	24
X:18	75	26	-16	-01	-21	20	-31	-45	09	34	-12	16	-31	09	-04	-03
XI:6	73	-01	13	52	-10	22	-20	31	07	-22	-08	-37	-12	01	18	-04
XI:9	68	22	22	54	03	02	23	-22	-21	-32	-04	12	-08	-09	-03	10
XI:25	63	25	51	-21	04	-23	-05	22	-22	04	21	-08	03	19	03	-16
XI:29	68	24	08	10	-29	-02	19	-12	-17	-18	-58	-25	-04	-10	-02	-04
XV:9	59	37	-31	26	-40	-01	-04	00	14	03	04	-01	23	21	-12	02
XV:42	71	-20	01	-01	-18	12	12	09	18	35	-31	22	21	-13	35	-33
XV:60	64	16	11	-08	-35	-38	08	06	-26	08	24	03	-17	-39	-07	04

Table A.6, cont.

Variable	h^2	Factor: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
XV:89	78	05	21	06	21	-39	-23	01	55	18	-04	12	20	28	11	01
XV:186	61	00	01	07	-32	-46	-31	-15	-29	05	-01	05	19	19	13	02
XV:262	68	50	07	-28	34	-18	-25	-19	08	-08	-13	06	-15	-14	06	11
XVII:41	89	45	-29	26	06	-41	02	38	10	-25	10	-15	24	01	-11	-19
XVII:49	57	18	04	10	-22	-01	-50	13	21	-20	-13	20	04	-14	22	05
XIX:1	71	23	08	40	42	-19	32	-17	04	13	12	-05	02	-14	31	04
XIX:12	56	46	18	08	-08	13	23	18	03	02	-08	31	05	14	-26	-07
XX:4	60	04	22	17	-23	-16	-08	-40	-05	18	-08	-30	26	10	-12	24
XXI:3	73	30	-04	-05	-12	-08	19	-37	03	-28	06	11	-20	39	28	-28
XXII:6	72	35	12	-22	07	24	-17	13	-27	-10	22	-14	-09	10	51	08
XXII:44	71	-22	66	03	-12	02	-12	-08	22	-22	23	07	10	-08	-02	-14
XXII:49	72	15	34	33	33	15	-07	11	-33	25	-26	-06	04	21	03	20
XXIV:8	59	33	29	-12	-14	-31	45	-09	04	-07	03	16	14	-07	-05	-03
XXIV:10	62	36	-08	31	-06	34	-23	18	16	-05	27	16	00	-10	-18	12
XXIV:23	64	42	10	-37	-03	30	-09	-01	05	07	21	-30	10	16	-17	-07
VII:12	79	64	-34	-43	04	11	08	-01	-07	01	01	-15	06	-03	-04	-17
% common variance accounted for:		13	10	10	7	7	7	6	6	6	5	5	5	5	4	4

* Loadings of ±.40 are underlined. Decimal points are omitted

Table A.7. Unrotated Factor Solution of Variables Positively Correlated with Acquiescence (Principal Components Solution).*

		Factor:												
Variable	h^2	1	2	3	4	5	6	7	8	9	10	11	12	13
I:6	77	30	-19	-07	04	-27	47	-15	28	-44	-18	15	-02	00
I:16	71	28	-18	18	09	-12	13	-09	05	20	58	24	15	-26
I:22	65	08	-26	-42	13	-04	20	34	-12	14	-16	-02	17	36
I:24	62	41	-05	-27	08	-14	37	11	30	21	00	-02	17	-18
I:31	60	23	-54	02	-28	27	01	-05	02	-11	-14	-22	11	-11
I:47	79	03	-58	-15	-55	25	-15	04	14	07	-08	-06	-07	-01
I:55	58	30	-17	-31	-08	-10	11	10	-16	25	-07	04	42	22
II:34	78	31	-37	04	45	45	-24	07	-18	09	01	16	-06	-07
IV:7	59	-12	-34	-14	09	-09	32	01	-08	44	-10	25	-21	-10
V:36	78	-02	-22	11	-04	12	-03	42	34	-06	-17	55	-21	-18
VII:9	55	10	-12	-29	20	-36	07	-03	38	01	21	-16	-12	19
VIII:22	62	15	-08	-43	-18	-12	06	34	-32	01	17	25	15	-16
XII:30	85	-20	-39	64	09	-11	26	00	16	30	-02	-13	-16	-06
XIII:2	65	01	-42	-04	16	-12	15	04	-30	-33	-13	-24	19	-34
XIV:9	50	49	-13	00	-10	09	19	-12	-18	-01	28	-21	-10	-01
XV:35	74	66	-12	35	13	14	08	23	-07	-23	-09	09	-02	05
XV:46	59	11	-39	-16	-06	-27	-18	-24	-27	-19	-09	13	-06	-30
XV:47	75	68	22	20	-30	18	02	06	-09	-12	14	07	13	06
XV:68	58	61	19	22	-21	-15	-05	-16	01	16	-03	00	-02	-03
XV:74	70	32	-39	07	24	-13	-54	-02	-15	-09	11	07	-14	06

Table A.7, cont.

		Factor:												
Variable	h^2	1	2	3	4	5	6	7	8	9	10	11	12	13
XV:104	76	75	19	21	-08	13	-02	20	-16	-02	05	14	03	08
XV:131	69	66	13	03	24	14	01	10	11	07	-30	-11	-15	-11
XV:190	67	54	12	08	-37	-08	16	-30	12	-09	-04	27	07	05
XV:192	66	02	-45	-28	22	-40	-23	-03	13	-24	-02	11	-09	15
XV:195	78	65	24	-20	15	-02	-14	10	09	22	-24	-24	-13	-13
XV:261	83	65	23	08	-09	-47	-23	-19	-06	14	04	08	-06	02
XV:269	71	27	06	-20	-03	-25	-48	-03	28	25	-09	-07	18	-35
XVI:8	66	34	-01	-32	01	26	04	-35	08	04	-04	20	-35	28
XVII:18	71	01	-19	-34	24	28	22	-41	-24	11	31	02	-20	-07
XVII:33	76	10	09	-23	13	38	08	03	52	-27	34	-05	15	-19
XX:12	70	40	-43	36	10	-24	07	-24	01	-10	-06	-08	17	23
XXII:10	60	30	-14	-11	-42	-12	18	35	-09	-01	15	-10	-31	05
XXII:24	70	12	-14	12	06	-23	-16	52	08	-09	41	-24	-19	13
XXII:48	62	10	-26	08	29	25	-26	-08	21	10	09	17	39	26
XXII:51	82	07	-59	-07	-50	22	-20	-13	21	15	02	-20	-01	05
XV:9	78	69	-04	06	40	15	19	00	-04	05	-09	-24	-03	-06
VII:12	70	-37	-35	59	00	-13	14	03	01	20	-01	06	09	01
% common variance accounted for:		22	12	9	8	7	7	6	6	5	5	5	4	4

* Loadings of ±.40 are underlined. Decimal points are omitted.

Table A.8. Unrotated Factor Solution of Variables Negatively Correlated with Acquiescence (Principal Components Solution).*

		Factor:												
Variable	h^2	1	2	3	4	5	6	7	8	9	10	11	12	13
I:49	73	07	-08	10	-15	-13	10	43	-06	21	61	-01	12	18
II:1	98	51	-28	-20	-15	48	34	-01	43	-05	15	-04	12	09
V:52	80	33	04	23	-33	05	-15	-37	-29	40	11	-08	-15	28
VIII:2	83	69	-19	-29	-12	-03	-13	-11	33	-07	14	-08	03	23
VIII:16	68	35	04	-28	22	08	47	-14	-10	16	07	-23	-24	-18
VIII:27	57	50	-06	-12	-20	25	-10	-16	-26	12	-05	04	28	-07
X:12	109**	45	-55	42	-33	-27	-25	13	-08	-21	-16	-23	-09	-10
XI:2	72	28	21	-02	24	43	-18	16	-31	-42	10	07	-08	00
XI:6	65	17	05	55	20	-25	04	27	05	-33	05	12	-07	09
XI:9	68	37	-26	29	26	-10	38	-26	-13	15	-01	11	15	16
XI:12	64	41	-32	24	-13	-14	10	-12	07	13	-31	24	-16	-23
XI:24	68	30	27	16	51	-05	-17	-06	-30	-08	-04	-07	30	06
XI:29	45	28	-07	07	36	22	-25	-19	-11	-07	-06	-12	-08	21
XI:30	89	54	-43	24	33	20	-29	05	22	15	10	-20	-08	-03
XIII:16	87	55	-46	-04	-15	07	22	-17	-02	-34	-09	-18	29	-09
XV:10	61	42	08	05	10	-26	-18	14	14	14	07	26	13	41
XV:11	62	13	25	33	10	-16	-27	15	27	00	-17	-39	-01	22
XV:59	62	20	-29	-10	22	35	-31	03	12	34	-11	22	-18	01
XV:125	85	23	-06	-48	-32	01	15	24	-37	-20	-16	14	-14	38
XV:148	71	08	-12	-16	-19	33	03	40	-08	06	-47	-02	-25	26
XVII:8	80	48	51	26	-39	11	-13	04	-03	07	-02	07	02	-21

Table A.8, cont.

		Factor:												
Variable	h^2	1	2	3	4	5	6	7	8	9	10	11	12	13
XVII:9	63	48	38	18	-35	04	05	-06	09	-11	09	20	-03	-17
XVII:11	64	25	44	08	-14	39	-25	18	16	21	10	09	00	-15
XVII:14	80	16	58	21	04	40	10	-25	01	-21	-12	-16	21	17
XVII:35	66	50	21	-24	-09	-33	17	02	22	-04	-11	11	25	16
XVII:37	93	35	18	47	-10	00	50	23	-23	17	-04	-35	-21	06
XVII:41	83	42	29	-15	30	-08	33	37	20	23	-22	-09	17	-16
XVII:49	57	38	18	20	-13	-09	00	-08	29	-25	-15	26	-28	-08
XIX:9	65	31	-36	-03	11	19	-07	39	-17	-22	28	05	07	-24
XXII:3	62	55	09	06	07	-16	07	-14	-14	02	37	07	-29	-08
XXII:12	79	51	28	-50	15	-20	-06	07	-04	00	03	-24	-24	-12
XXII:16	61	29	-10	09	02	-03	-06	29	-28	30	-24	19	37	-16
XXII:53	56	21	07	05	42	08	27	-03	-02	-09	02	43	-21	15
XXIV:11	59	56	-01	-16	-14	-31	-19	-21	-18	-01	-05	13	01	-08
VII:12	82	37	19	-63	17	-32	-31	02	-06	-01	00	-14	-04	-07
% common variance accounted for:		21	11	10	8	7	7	6	6	5	5	5	5	4

* Loadings of ±.40 are underlined. Decimal points are omitted.

** Unstable because of low N.

Table A.9. Unrotated Factor Solution of Variables Positively Correlated with Participation (Principal Components Solution).*

		Factor:									
Variable	h^2	1	2	3	4	5	6	7	8	9	10
V:15	87	74	-38	19	01	-21	-13	-06	-06	-26	-07
V:30	73	59	-28	28	13	-34	-01	-07	19	-21	-03
V:31	79	50	-48	28	-26	10	12	01	-30	-04	-23
V:36	68	47	-10	35	13	-34	-18	-27	-19	19	11
X:12	110**	60	68	24	-32	-18	27	02	07	08	-05
XI:2	76	37	-15	-28	12	40	44	-33	-15	-14	-07
XI:6	60	21	40	16	-17	29	-23	-13	-16	-25	31
XI:12	76	33	30	11	09	03	-29	-07	57	35	02
XI:28	68	-11	51	08	-31	10	09	39	-29	00	-23
XI:33	72	32	-30	-35	08	46	21	-16	28	13	-16
XIII:14	72	02	-04	60	22	32	19	19	-20	32	-06
XV:22	65	32	-01	-46	-40	-02	-20	30	-12	05	18
XV:105	57	26	-32	07	-14	38	-20	-11	-01	-01	42
XV:125	49	19	01	-45	01	-26	41	-06	-04	04	-07
XV:187	55	27	-08	17	-21	23	-08	08	11	26	-50
XV:191	66	13	-24	33	13	04	36	34	00	24	40
XV:200	71	47	-18	-40	-42	18	-11	21	-09	09	11
XVI:1	55	10	28	-05	20	20	52	-17	02	13	25
XVII:46	70	13	36	12	57	25	-17	05	-24	-23	-10
XVII:49	74	40	29	-05	44	38	-24	29	03	-11	-02
XVII:50	69	52	13	-37	27	-10	-20	24	-03	29	04

Table A.9, cont.

		Factor:									
Variable	h^2	1	2	3	4	5	6	7	8	9	10
XIX:3	70	20	15	23	-15	-17	42	40	30	-30	13
XX:9	87	14	59	08	-29	-05	-02	-54	-21	25	05
XXVI:7	62	41	51	-22	13	-02	06	-05	10	-32	-09
VII:12	76	18	-01	-36	46	-46	07	12	-33	22	01
% common variance accounted for:		19	15	12	10	10	8	8	6	6	6

* Loadings of ±.40 are underlined. Decimal points are omitted.

** Unstable because of low N.

Table A.10. Unrotated Factor Solution of Variables Negatively Correlated with Participation (Principal Components Solution).*

		Factor:										
Variable	h^2	1	2	3	4	5	6	7	8	9	10	11
I:21	59	05	28	-15	55	12	-16	10	12	-33	-11	-03
I:22	71	30	13	-17	59	27	27	-10	-09	-05	12	20
I:24	46	20	53	15	20	-07	27	-01	02	-07	05	04
I:55	64	15	41	08	23	16	-03	11	-09	19	48	28
II:16	82	22	-22	-13	22	-26	56	10	-33	27	-12	26
II:33	58	44	-15	-19	42	-12	-18	13	24	-11	-05	10
VII:9	65	59	18	-21	-06	-14	-15	-06	-30	-17	01	-22
VII:10	69	54	27	-03	05	-20	-14	-21	-06	-03	-36	29
VII:11	85	77	-14	41	01	-11	10	-08	05	08	-05	-15
VII:14	92	79	-12	47	-03	-10	13	-10	13	12	-03	-01
VIII:28	57	38	-27	-15	-02	12	05	26	-37	01	-32	04
X:13	53	-08	25	-26	-18	-13	28	26	11	-16	-18	36
X:16	78	09	-13	-26	40	-07	23	31	02	16	11	-58
XII:22	57	24	28	-04	13	54	06	11	-16	26	06	-10
XII:23	51	15	-25	-26	-17	35	21	16	24	-11	-25	08
XIII:1	69	33	-25	-35	16	06	-30	10	37	34	-13	-05
XIV:7	61	20	54	04	-06	46	13	00	-05	-01	-12	-16
XV:30	79	-07	35	10	-44	-04	01	53	29	20	19	14
XV:60	66	11	-18	39	30	24	-35	21	34	-05	-11	12
XV:89	62	59	14	-37	-18	06	12	-09	08	-11	01	-19
XV:114	85	77	-44	-08	-05	-01	-07	-06	-02	-13	18	03

Table A.10, cont.

Variable	h^2	Factor: 1	2	3	4	5	6	7	8	9	10	11
XV:181	78	29	37	-43	-23	-42	-05	-04	14	33	11	-10
XV:184	69	72	-25	07	-11	-10	-14	-18	-02	-15	09	02
XV:192	72	45	-14	-26	-04	-07	01	04	04	-31	54	17
XV:206	70	54	-33	13	-28	20	01	33	-16	-05	05	12
XV:270	72	47	-04	47	05	01	27	-13	21	37	-05	00
XVII:23	112**	69	57	09	-16	01	-39	32	-16	05	-07	-01
XVII:34	51	15	39	05	02	-35	05	32	-05	-22	-19	-15
XX:8	68	14	-03	05	-10	-03	54	07	47	-34	03	-11
XXIII:18	82	-23	04	59	31	-38	-01	31	-15	-23	06	-10
XV:9	63	08	59	-11	23	-24	-03	-28	23	11	-07	10
VII:12	64	-16	-48	-20	28	-32	-12	27	-01	25	02	10
% common variance accounted for:		25	14	10	9	8	7	6	6	5	5	5

* Loadings at ±.40 are underlined. Decimal points are omitted.

** Unstable because of low N.

Table A.11. Correlation Matrix of 22 Variables Correlated with Understanding.*

	Variable:																				
Variable	I:30	I:53	II:30	V:12	V:23	XII:23	XIV:6	XV:9	XV:36	XV:44	XV:194	XVII:1	XVII:6	XVII:49	XVIII:8	XIX:8	XX:10	XXI:8	XXII:18	XXIV:14	XXIV:24
I:4	01	02	-06	12	02	-07	09	-13	-08	08	-02	05	-02	-09	-10	-10	-20	-12	08	02	-22
I:30		21	-16	17	-22	38	21	-15	-08	19	16	12	-24	-12	26	-10	-06	-11	-02	-19	07
I:53			11	19	-21	-06	10	03	-12	09	05	-01	-06	04	07	-02	06	-08	-11	-10	-05
II:30				-02	07	-28	-04	08	-12	-14	-15	-06	12	05	-18	09	01	06	-12	09	-10
V:12					-21	07	15	-19	09	01	11	09	-12	-10	14	03	02	05	03	00	-11
V:23						-11	-30	10	-02	-07	04	-08	10	09	01	-07	06	06	-17	14	08
XII:23							13	00	01	18	18	26	-07	-08	13	-11	-05	-15	09	-08	07
XIV:6								-16	-13	-01	-06	10	-18	-14	17	05	-07	-23	16	-27	-06
XV:9									02	-04	-10	-08	07	14	-15	06	32	16	-24	18	21
XV:36										-01	07	-06	05	05	-21	-04	-07	04	00	08	06
XV:44											09	11	-12	02	02	-02	-01	04	13	-04	04
XV:194												14	-01	01	00	-03	-17	04	04	-13	04
XVII:1													-20	-26	05	-07	-10	-01	20	-16	04
XVII:6														14	-12	14	09	04	02	08	11
XVII:49															-10	08	11	18	-06	30	12
XVIII:6																-05	12	-12	14	-14	09
XIX:8																	-09	13	-04	12	-01
XX:10																		04	-06	08	11
XXI:8																			-06	04	03
XXII:18																				-18	-20
XXIV:14																					03

* Decimal points are omitted.

Table A.12. Correlation Matrix of 16 Variables Correlated with Quiescence.*

Variable	IV:3	V:21	V:26	V:43	XV:9	XV:42	XV:47	XV:95	XV:186	XV:201	XIX:1	XXI:3	XXII:6	XXII:21	XXIV:18
III:27	-03	08	06	-01	12	-11	-02	-10	13	-02	08	18	-02	-06	-26
IV:3		-11	-29	-14	-04	12	12	14	10	05	-06	01	-16	-14	16
V:21			10	-08	-04	02	-18	-24	06	-10	-17	-01	10	12	03
V:26				16	06	-01	-17	-13	03	02	02	01	07	01	06
V:43					06	-09	-24	-11	-13	-06	21	06	13	04	-14
XV:9						-08	-08	-10	14	13	-02	09	00	04	-11
XV:42							08	05	02	-03	-06	-03	-10	-01	-06
XV:47								27	04	20	-01	-10	-23	-18	10
XV:95									02	15	-10	-12	-06	00	03
XV:186										00	-03	05	00	-10	-06
XV:201											-04	-07	-14	-03	-01
XIX:1												06	03	-08	-18
XXI:3													12	04	06
XXII:6														12	12
XXII:21															-04

* Decimal points are omitted.

Table A.13. Correlation Matrix of 20 Variables Correlated with Acquiescence.*

	Variable:																		
Variable	I:16	I:22	I:49	XI:24	XV:11	XV:59	XV:74	XV:125	XV:190	XV:195	XV:269	XVII:9	XVII:33	XIX:9	XX:12	XXII:16	XXII:24	XXII:51	XXII:53
I:6	08	12	-07	18	-05	01	-10	-12	26	04	-01	-12	11	-03	26	02	00	-14	10
I:16		00	-08	-18	-03	-05	17	-07	07	02	-04	-09	14	-14	32	-30	20	-01	-20
I:22			-19	-04	-10	-05	03	-07	-06	04	-05	-11	-05	-30	07	-04	04	10	06
I:49				00	17	02	-05	16	02	-08	-10	06	-05	17	-17	26	00	-19	-06
XI:24					20	-02	-16	-06	29	03	-04	-02	-01	05	-02	09	-07	-32	16
XV:11						01	05	-06	-05	-06	09	04	-23	-02	-05	06	-10	-14	13
XV:59							-18	19	-28	-13	-31	00	-13	25	-24	12	00	-23	07
XV:74								-14	-01	20	40	-23	00	-14	32	-19	33	12	-28
XV:125									-28	-78	-32	08	01	16	-30	11	-04	-08	06
XV:190										26	06	-02	28	-09	24	14	-04	12	11
XV:195											33	-01	-06	-14	09	07	12	03	-11
XV:269												-06	12	-02	-01	-17	02	08	07
XVII:9													-18	10	-26	14	-30	-38	17
XVII:33														-01	01	-13	-05	13	13
XIX:9															-09	15	-06	-12	14
XX:12																-34	12	22	-19
XXII:16																	01	-17	19
XXII:24																		04	-24
XXII:51																			-25

* Decimal points are omitted.

Table A.14. Correlation Matrix of 19 Variables Correlated with Participation.*

Variable:

Variable	I:55	VII:10	X:13	X:16	XI:2	XI:12	XI:28	XII:22	XIII:14	XV:22	XV:30	XV:114	XV:187	XV:270	XVII:34	XVII:49	XIX:3	XX:9
I:21	23	00	-03	20	-06	-07	-06	16	-05	-07	04	04	-08	-12	10	-15	-10	-03
I:55		02	12	01	-23	-06	01	24	03	-20	11	-03	-26	11	05	-14	01	-13
VII:10			-12	-12	-11	07	-01	20	-16	00	-07	49	18	34	03	10	-17	11
X:13				03	-11	-20	-05	06	-14	-12	20	-10	-11	-08	18	-20	-03	06
X:16					08	01	-21	12	-20	00	-18	07	-07	08	-01	09	-07	-24
XI:2						-06	-08	-27	-01	10	-14	01	08	-07	-14	07	06	-03
XI:12							09	06	09	-01	-15	17	14	10	-05	23	01	02
XI:28								-10	56	10	-09	-02	-01	-03	-04	12	-06	16
XII:22									-04	-17	-06	06	-19	16	11	-13	-06	-16
XIII:14										-10	-06	-19	00	-01	-26	14	22	-05
XV:22											-33	22	10	-05	01	17	-02	-03
XV:30												-28	-10	-03	10	-22	-02	18
XV:114													30	30	00	21	-19	-10
XV:187														09	-10	08	05	07
XV:270															-01	17	-03	-04
XVII:34																-02	-12	11
XVII:49																	02	-05
XIX:3																		-22

* Decimal points are omitted.

Table A.15. Ratings of Area Impact on School-Community Relations by Informed Observers.*

Area	N	Mean	Median	Standard Deviation	Skew
1	153	7.73	8.00	1.09	-1.35
2	153	7.72	7.80	.74	-1.67
3	152	7.38	7.80	1.20	-.98
4	148	6.84	7.00	1.38	-1.10
5	153	7.89	8.11	.85	-1.20
6	153	6.07	6.33	1.41	-.33
7	153	6.75	7.00	1.20	-.52
8	153	7.56	7.75	.94	-1.08
9	152	7.49	7.67	1.04	-1.11
10	152	6.03	6.07	1.23	-.36
11	153	6.62	7.00	1.20	-.81
12	153	7.49	7.67	.80	-1.47
13	153	7.48	7.67	.91	-1.02
14	153	7.55	7.80	.96	-.60
15	142	7.29	7.33	.90	-1.55
16	139	7.20	7.40	1.29	-2.29
17	147	7.56	7.67	.82	-1.96
18	152	7.23	7.40	.87	-.89
19	152	7.34	7.42	.81	-.96
20	153	7.37	7.40	.64	-.40
21	151	6.93	7.00	1.21	-1.62
22	149	7.24	7.00	.64	-1.06
23	153	6.25	6.50	1.19	-.82
24	153	6.30	6.50	1.22	-.89
25	153	7.25	7.33	.75	-.88
26	153	7.47	7.50	.48	-.50
27	147	7.19	7.00	.67	-1.01
28	120	5.66	5.80	1.79	-.28
29	153	7.59	7.57	.64	-.91
30	153	7.77	7.80	.48	-.52
31	153	7.47	7.67	.80	-.68
32	152	7.18	7.24	.73	-.91
33	151	3.32	3.00	1.01	-.75
34	153	7.24	7.50	1.23	-1.25
35	153	7.04	7.28	.97	-1.22

Table A.15, cont.

Area	N	Mean	Median	Standard Deviation	Skew
36	153	7.05	7.33	1.22	-.92
37	153	7.13	7.28	1.12	-.87
38	153	7.06	7.22	1.21	-.82
39	135	5.07	5.00	1.90	-.19
40	153	7.22	7.33	.73	-1.16
41	146	6.75	7.00	1.16	-1.07
42	104	4.15	3.00	2.06	.43
43	151	6.97	7.00	1.04	-1.80
44	152	6.29	6.55	1.40	-.65
45	152	6.85	7.00	1.16	-1.00
46	148	5.14	5.00	1.74	.08
47	152	7.01	7.00	1.10	-1.80
48	151	7.27	7.40	.85	-1.00
49	152	7.04	7.00	1.00	-1.02
50	151	7.07	7.28	.96	-1.18
51	153	7.29	7.33	1.00	-.90
52	150	6.76	7.00	1.24	-1.47
53	147	6.76	7.00	1.11	-.86
54	150	4.43	4.33	1.35	.09
55	147	6.62	7.00	1.36	-1.41
56	149	6.04	6.50	1.69	-.67
57	139	6.60	7.00	1.64	-1.00
58	153	7.22	7.44	1.33	-1.49
59	152	7.43	7.57	.91	-1.80
60	151	7.12	7.33	1.13	-1.78
61	151	7.09	7.40	1.26	-1.08
62	151	6.83	7.00	1.39	-1.20
63	146	6.86	7.00	1.53	-1.12
64	123	6.24	7.00	1.88	-.62
65	127	6.63	7.00	1.79	-.94
66	149	5.01	5.00	1.75	-.01
67	146	5.54	5.67	1.72	-.30
68	153	7.43	7.86	1.40	-1.37
69	153	6.92	7.40	1.69	-.99
70	153	6.65	7.00	1.59	-.79
71	153	6.63	7.00	1.53	-.87
72	150	6.41	6.67	1.36	-.74
73	153	6.82	7.25	1.41	-1.21
74	153	6.64	7.00	1.54	-1.14
75	153	6.88	7.00	1.41	-1.31

Table A.15, cont.

Area	N	Mean	Median	Standard Deviation	Skew
76	153	6.32	6.60	1.28	-1.19
77	153	6.89	7.25	1.12	-1.19
78	152	6.56	7.00	1.39	-1.15
79	152	5.80	6.00	1.80	-.28
80	151	5.46	5.50	1.67	-.17
81	151	5.58	5.67	1.88	-.28
82	150	6.42	7.00	1.53	-.69
83	152	5.82	6.00	1.63	-.34
84	150	6.00	6.33	1.55	-.63
85	152	5.70	5.67	1.47	-.24
86	149	5.84	6.20	1.55	-.60
87	135	5.41	5.33	2.00	-.16
88	148	5.62	5.67	1.77	-.15
89	153	5.89	6.00	1.52	-.26
90	152	5.87	6.00	1.54	-.56
91	150	5.65	5.67	1.58	-.35
92	151	6.81	7.00	.98	-1.62
93	149	7.10	7.00	.68	-2.05
94	144	5.98	6.50	1.64	-.86
95	118	5.02	5.00	1.84	.18
96	126	6.64	7.00	1.42	-1.01
97	105	5.92	7.00	1.77	-.56
98	112	4.99	5.00	1.84	.11
99	112	4.89	5.00	2.11	.19
100	150	6.01	6.50	1.78	-.48
101	153	7.03	7.00	.98	-.97
102	145	6.96	7.00	1.08	-1.80
103	152	7.41	7.40	.56	-.65
104	151	6.62	7.00	1.17	-.83
105	152	6.95	7.00	1.02	-1.16
106	96	6.19	7.00	1.53	-1.15
107	112	6.79	7.00	.98	-1.96
108	131	4.05	3.00	1.58	.81
109	153	3.92	3.67	1.16	.67
110	145	4.30	4.00	1.51	.46
111	140	6.26	7.00	1.37	-1.29
112	146	6.06	6.33	1.55	-.59
113	153	4.76	5.00	1.63	.06
114	148	5.69	5.80	1.44	-.26
115	153	7.50	7.67	1.05	-1.39

Table A.15, cont.

Area	N	Mean	Median	Standard Deviation	Skew
116	153	7.45	7.60	.94	-1.18
117	153	6.49	6.75	1.38	-.61
118	153	6.91	7.22	1.18	-1.10
119	149	4.87	5.00	1.45	.20
120	150	7.04	7.00	1.31	-1.49
121	152	7.73	7.75	.69	-.63
122	130	7.23	7.00	1.23	-1.74
123	151	7.42	7.40	6.67	-1.46
124	153	7.08	7.40	1.41	-1.49
125	153	7.11	7.33	1.11	-1.08
126	153	7.14	7.33	1.21	-1.37
127	146	7.03	7.00	1.22	-1.47
128	152	7.05	7.33	1.15	-1.34
129	152	6.75	7.00	1.28	-1.01
130	148	6.21	5.50	1.41	-.82
131	134	5.78	6.42	1.78	-.34
132	133	6.28	7.00	1.90	-1.03
133	149	6.92	7.28	1.48	-1.22
134	142	7.23	7.50	1.32	-1.43
135	143	7.03	7.33	1.46	-1.40
136	143	7.35	7.57	1.22	-1.41
137	143	3.73	3.00	1.51	1.35
138	142	6.23	6.55	1.59	-.76
139	142	6.16	6.33	1.57	-.22
140	142	7.31	7.42	.94	-1.71
141	153	7.43	7.40	.45	.46
142	153	7.60	7.67	.67	-.39
143	153	7.37	7.40	.55	-.79
144	153	7.44	7.40	.57	-.34
145	151	7.54	7.50	.60	.05
146	136	6.61	7.00	1.56	-1.40
147	153	7.24	7.00	.43	.46
148	153	7.40	7.33	.48	.78
149	153	7.20	7.33	.91	-.72
150	152	7.16	7.33	.95	-2.22
151	153	7.34	7.40	.75	-1.00
152	153	7.14	7.28	.86	-1.92
153	148	7.21	7.33	.91	-2.93
154	153	7.75	7.80	.61	-.85
155	125	7.04	7.00	1.41	-1.70

Table A.15, cont.

Area	N	Mean	Median	Standard Deviation	Skew
156	122	6.47	7.00	1.48	-1.16
157	124	6.53	7.00	1.62	-1.43
158	135	7.06	7.40	1.53	-1.61
159	134	6.97	7.33	1.44	-1.67
160	152	7.52	7.57	.51	-.16
161	146	7.36	7.37	.59	-.13
162	138	7.36	7.45	1.10	-1.75
163	146	6.99	7.00	1.28	-2.52
164	139	6.98	7.00	1.32	-2.05
165	136	7.14	7.00	1.48	-2.00
166	130	3.69	3.00	1.77	1.01
167	129	3.42	3.00	1.65	1.33
168	130	3.29	3.00	1.47	1.56
169	150	6.98	7.00	.91	-1.00

* Area identifications are given in Chapter VIII.